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ABSTRACT

The Wisconsin Technical College System (WTCS) Phase III Equity Staff Development project was conducted to determine strategies to eliminate sex bias and sex role stereotyping throughout the WTCS. The following project activities were conducted: (1) the WTCS sex equity advisory committee was formed to provide continuity and direction for state staff development activities; (2) sex equity training and career exploration was taught in conferences and workshops; and (3) career challenge activities were incorporated in the activities of single-parent and displaced homemaker projects in order to encourage more women to go into nontraditional occupations. (The bulk of this report consists of five appendixes that contain the materials from the following activities: a gender and ethnic expectations and student achievement workshop; WTCS sex equity advisory committee meetings; the Wisconsin Sex Equity Conference; the career challenge workshop for displaced homemakers and single parents; and a career challenge facilitators' workshop. (KC)

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ED 371 177

FINAL REPORT

Wisconsin Technical College System
Equity Staff Development Workshops
and Services - Phase III

1994

by

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Project Director

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Menomonie, WI 54751

Wisconsin Technical College System
Equity Staff Development Workshops
and Services - Phase III

June 30, 1994

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Acknowledgments

A sincere expression of appreciation is extended to the many people throughout the Wisconsin Technical College System who participated in the activities conducted through this grant-funded project. Thanks go to Frances Johnson, Educational Equity Consultant, and the Sex Equity Advisory Committee who supported and guided the objectives of this project.

An expression of thanks is given to Dr. Orville Nelson, Director, Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout. His assistance and suggestions throughout various phases of the project were extremely helpful.

Finally, a sincere thank you to the staff at the Center for Vocational, Technical and Adult Education: Mary Weber and Jackie Berg for their interest, cooperation and capable assistance during this project.

Wisconsin Technical College System
Equity Staff Development Workshops and Services
Phase III

WTCS Sex Equity Project

Introduction

The Wisconsin Technical College System (WTCS) Phase III Equity Staff Development project purpose is to determine strategies to eliminate sex bias and sex role stereotyping throughout the Wisconsin Technical College System. It provides a forum for planning strategies to effectively infuse equity concepts in curriculum, instructional materials, teacher-student interactions and the learning environment. The ultimate goal is to provide a model of structural reform where the structure of courses, pedagogical techniques, institutional climate and system for recruitment and retention will co-exist with a supportive administrative structure, that is, where the regular support of departments and programs provide mechanisms to support the achievement of all students.

The WTCS Sex Equity Advisory Committee met three times in 1993-94. Statewide equity issues and methods to achieve equity awareness were addressed. The committee emphasized that gender equity should be a very visible part of district strategic planning and that in order for it to become part of the fabric of the organization, incorporation of equity issues should be allowed to happen over time. Staff development objectives, as determined by the committee, included:

- Provide on-going gender equity professional development activities to include, but not be limited to: ethnic, racial, disadvantaged, disabled and seniors.
- Provide statewide and/or regional equity in-service.
- In-service instructors on changing demography, pay inequity, women and poverty, employment opportunities in the next decade.
- Assure the use of gender fair language, methods to eliminate gender bias, and gender fair curriculum units.
- In-service faculty for sensitivity to diversity and raised awareness of their responsibility for an equitable environment.

The advisory committee staff development training objective, "Help districts develop a community of persons to address gender equity issues over time," resulted in a Gender/Ethnic and Student Achievement (GESA) facilitator training workshop. GESA activities addressed four of the preceding objectives. Thirty-nine postsecondary participants were trained as facilitators. Subsequently, GESA training was conducted in two technical colleges and plans have been made to implement training in 11 other districts. GESA is a nationally recognized training program preparing participants to return to their districts as facilitators and conduct sessions for their colleagues. It is a program carefully designed to help teachers make constructive changes in the way they interact with students and to free themselves from stereotypical expectations about race and gender. The strength of the GESA program is that it provides a mechanism for using educators to integrate equity into existing educational programs. Through this approach, local capability is developed to sustain equity beyond special funding through preparing district staff to serve as trainers. The ultimate goal is to help teachers become better teachers through team work, collaboration and incorporation of equity principles into the classroom and curriculum. Whereas, GESA is designed for K-12 programs, the use in postsecondary programs requires revision and adaptation. The challenge for the projected project year is to provide work sessions for facilitators to share the materials, adaptations and strategies that they have developed to make GESA a valuable postsecondary training opportunity.

Two Career Challenge workshops were also conducted. This model of experiential learning, outdoor education, and group counseling techniques has been developed for use in re-entry programs that focus on recruiting women into the nontraditional technical and trade occupations. It has been incorporated by past participants into existing equity projects. Current facilitators met to share strategies used within the individual districts, discuss effectiveness of activities utilized, and explore ways to strengthen individual programs. The success in WTCS colleges prompted requests by a number of WTCS colleges for additional facilitator training. Consequently, a third train-the-trainer workshop was conducted for thirteen participants.

The major objectives are to:

1. Provide technical support and training for selected WTCS personnel in the areas of classroom management and other activities as determined by the Sex Equity Advisory Committee.

2. Work with the advisory committee to further refine the development of a long-range equity plan designing a systematic approach to infuse equity concepts into existing staff development and curriculum development activity.

3. Participate in the Statewide Sex Equity Conference through conference planning and presenting at concurrent sessions.

4. Provide training and technical assistance for selected WTCS personnel through career exploration workshops for women, "Career Challenge."

The format for this report includes the project objectives, describes how each objective was developed and met, summary, recommendations and appendices. Equity Staff Development Workshops and Services curriculum guide books and action plans for GESA and Career Challenge are on file at the Center for Vocational, Technical and Adult Education (CVTAE), 218 Applied Arts Building, UW-Stout, Menomonie, WI 54751

Project Objectives

Objective 1: Equity staff development training for selected WTCS personnel

Two workshops were designed to provide participant training based upon the results and recommendations made at the March, 1993 workshop and also the recommendations made by the advisory board. Gender Ethnic/Expectations and Student Achievement (GESA) is a program that provides a mechanism for using educators to integrate equity into existing educational programs. Through this approach, local capability is developed to sustain equity beyond special funding through preparing district staff to serve as trainers. The ultimate goal is to help teachers become better teachers through team work, collaboration and incorporation of equity principles into the classroom and curriculum.

This staff development effort is designed as a self-actualizing program. It centers on voluntary participation, experimentation and collaboration. It includes:

- Classroom management skills to impact upon curriculum and pedagogy for equitable classroom climates
- Pedagogical skills that address differing learning styles and cultural backgrounds to aid in retention of nontraditional and minority students in technology and vocational programs
- An understanding of cultural differences that have impact upon the recruiting, retention and placement of women and minority populations
- Specific training materials to be used by local equity teams in training local district personnel.

The first workshop was conducted by Dee Grayson of Graymill Associates. The participants at the workshop in Madison, January 11-13, 1994, represented all sixteen Technical Colleges with a total of 39 persons. Twenty-six persons took the class for two credits. The credit requirements included attendance at the training workshop and conducting GESA training in their individual districts. Ten others took the facilitator training for one credit, with the remaining participants attending for individual staff development enrichment. A total of 31 persons from two districts (Northeast Technical College and Northcentral Technical College) registered for one credit at subsequent workshops and twelve have finished the course. The individuals from Northcentral will finish the course in the fall of 1994. Other colleges (WWTC, CVTC, Fox Valley, Nicolet, MATC-Milwaukee, MATC-Madison, Waukesha, Lakeshore, Indianhead, and Moraine Park) will register students and implement training in the fall semester.

Participants paid a registration fee to cover cost of food, materials and additional consultant costs not covered in the budget. Technical assistance was provided by the project director to assist districts in planning strategies for the incorporation of gender equity and diversity goals into district planning processes. UW-Stout granted graduate credits for project participants; (two credits for GESA facilitators and one credit for WTCS district participants.)

Participant's evaluations indicated that they would like additional updated information on application of the GESA activities for postsecondary institutions. The current curriculum is designed for elementary and secondary education and needs revision for use at the college level. The participants requested support in the form of future workshops to include further training to develop the postsecondary component, assistance in continuing the training within districts, and the opportunity to share materials and strategies from the individual training experiences.

Evaluations indicated that most persons gained practical strategies for application of gender equity issues and teaching strategies in the classroom setting. They also appreciated the opportunity to interact with a diverse group of Wisconsin Technical College System personnel. The evaluations were quite positive. The main concern was that material and content were primarily for persons in the K-12 system, while the participants were all postsecondary personnel. The audience was diverse with some persons very experienced and knowledgeable in equity issues, whereas others did not have significant equity expertise. Evaluation questions, responses and comments are included in Appendix A. Additional comments from the Action Planning Sheets are also included in Appendix A.

GESA coordinators have met with administrators in their respective colleges to gain support for the training and to offer instructors recertification credits for their completion of GESA training. The project director will continue to provide information and support to district staff. GESA participants will be able to take the course for one UW-Stout graduate credit during the fall of 1994. The project director serves as the liaison person for the registration process. Most college coordinators have indicated that GESA training will be incorporated as an on-going integral component of the district staff training for instructors.

Training has been started at Northcentral Technical College in Wausau, WI, and will be completed in the fall of 1994. Northeast Technical College at Green Gay has completed the training and reports indicate that it was very successful. Those taking the class were very enthusiastic about the curriculum and the opportunity to work together to improve classroom teaching in equity issues. The coordinator from Northeast Technical College wrote, "As indicated in our previous conversation, the GESA class was a success at NWTC. As a matter of fact, we continue to receive comments and resources from the participants. It is truly amazing how they have transferred this information into their lifestyles. ••• Even though we all believed this was a worthwhile project, although a difficult one to teach for the first time, we never envisioned this potential for success." The coordinators facilitating the current classes, as well as those in the planning stages, have indicated that revisions of the GESA curriculum to fit the WTCS postsecondary curriculum are very challenging. This is, and will continue to be, a major concern in the implementation of this program. (Appendix A)

Objective 2: Continue WTCS Sex Equity Advisory Committee Meetings

The WTCS Sex Advisory Committee, comprised of eighteen members (WTCS district staff, WTCS personnel and others with expertise in sex equity and multicultural programs), continued to discuss long-range goals and objectives and identified strategies to effectively infuse equity into individual district strategic planning. Their goal is to continue to identify the best program approaches to facilitate a long-range staff development plan for the training and development of skills to assess and improve the classroom climate for women and minorities. The advisory committee will further revise and expand the equity strategic planning model to determine methods for the coordination of current WTCS special populations equity initiatives (cultural, racial, gender, disadvantage, and disabled special populations) and seek to improve the educational climate for all students. (Appendix B)

Objective 3: Participation in Statewide Sex Equity Conference

Jointly planned by CVTAE staff, DPI staff, WTCS Educational Equity Consultant, and UW-Stout Office of Continuing Education, this conference provided further equity training and opportunities for networking with Technical College personnel, and CESA Cadre. This conference was designed to assist secondary and postsecondary staff build on equity skills. Linkages formed between those attending from the same geographic areas was a networking outcome. Conference participants developed equity knowledge and skills that can be applied in their local Technical Colleges to build an equitable educational environment. Nationally recognized experts in sex equity were the presenters. Sectional presentations of model programs from secondary and postsecondary systems in Wisconsin were included. The CVTAE, UW-Stout Project Director for WTCS equity projects, participated as a facilitator at two sectionals. UW-Stout's Office of Continuing Education served as conference manager. (Appendix C)

Objective 4: Conduct a career exploration workshop for selected WTCS equity personnel.

A one-week career exploration workshop was conducted by two trained facilitators; Mary Jo Coffee, Waukesha Technical College and Peg Pompe, Moraine Park Technical College. Thirteen persons who direct programs that focus on recruiting women into nontraditional, technical and trade occupations participated. This is a program based on a combination of experiential learning, outdoor education, and group counseling techniques. The course included trust building activities, goal setting, problem solving, peak experiences and environmental and ropes course challenge activities. The participants attended a five day training session which included:

- Trust building activities involving physical safety skills
- Goal setting to establish realistic levels of challenge
- Group problem solving
- Peak experiences from successful risk taking and problem solving
- Challenge/stress activities
- Humor/fun to release stress and tension of challenges
- Ritual and ceremony to create an environment in which group process becomes an element in growth and change.

As a result of the training, the facilitators are able to incorporate the strategies learned into current programs to aid in the retention and successful placement of nontraditional students. The program is designed for use with a variety of client groups, including single parents, welfare recipients, displaced homemakers and re-entry programs. The series of challenges build in success to increase an individual's self-confidence, prepare for new challenges in careers, and improve self-concept. This assists the nontraditional women to identify personal strengths and gain self-confidence to help them succeed in the classroom and workplace. Consultants trained the participants to incorporate the activities in existing programs.

The Career Challenge Workshop was attended by thirteen participants and eleven persons took the class for one UW-Stout credit. Evaluations of both workshops were very positive. All participants verbally rated the program as excellent. A typical written comment by participants is, "This was the best training I have ever participated in. I learned much, yet had a good time. Reminds me that learning can be and should be fun." All thirteen participants completed evaluations. The questions, numbers of responses, and comments are included in Appendix D. The main negative comment was that not enough time was given for the ropes experience. The workshop is intense and some days were 12 hour days. This schedule was necessary because of the distance traveled by some of the participants and the cost of the meeting facilities. Individual districts do not have this constraint, therefore, activities can be planned over a full five-day period. Action plans indicate that participants will incorporate the principles into their single parent and displaced homemaker programs. Individual action plans are on file at UW-Stout. (Appendix D)

A separate one-day technical assistance workshop was conducted for 19 WTCS career challenge facilitators. In conjunction with this workshop, a career challenge survey was conducted to document the different activities currently in use in the WTCS districts. This survey (Appendix E) will provide information to be used by Frances Johnson, WTCS Educational Equity Consultant, for a report on this staff development activity.

The Career Challenge Swap Session was termed a success in that all participants were able to share the adaptations and strategies used in their individual programs. It was particularly helpful to those persons planning for their first sessions. Participants unanimously agreed that they would like future support through similar workshops, but that one day was too short. Everyone agreed that a two day workshop would be preferable. Twelve colleges are currently incorporating the Career Challenge activities within their programs. (Appendix E)

Summary

The advisory committee staff development training objective, "Help districts develop a community of persons to address gender equity issues over time," was met through the following project activities:

1. The WTCS sex equity advisory committee provides continuity and direction for state staff development activities.

2. GESA training, conducted in all district colleges, will bring equity issues to the forefront through teacher participation and collaboration in conjunction with administrative support.

3. Incorporation of Career Challenge activities for clients in single-parent and displaced homemaker projects aids in the recruiting and retention of persons entering nontraditional occupations.

All of these activities contribute to mechanisms that support the achievement of all students through equity infusion in curriculum, instructional materials, teacher-student interaction and the learning environment. Continuity through support workshops emphasizing collaboration, development of resource materials, and sharing of participant expertise will sustain the momentum occurring in the current district training. Substantial progress has been made in the incorporation of equity issues in WTCS district planning and training. It is imperative that support be provided to ensure that equity infusion becomes part of the fabric of the organization over time.

Recommendations

1. Continue the WTCS Sex Equity Advisory Committee. The diversity of committee members brings a balanced approach to implementing equity training. The committee directives provide a long-term focus and continuity to staff development efforts within the state.

2. Provide support workshops to enhance the past training efforts. Two day, collaborative, sharing-type workshops for both the GESA facilitators and the Career Challenge facilitators will help strengthen the current district program activities.

   • GESA support workshops should include;
   - sharing of curriculum revisions
   - sharing of materials developed
   - work groups to revise and develop postsecondary components for GESA

   • Career Challenge workshops should include;
   - sharing of curriculum revisions and activities included
   - work groups to strengthen facilitator role
   - sharing of recruiting strategies

3. Offer one UW-Stout credit to WTCS instructors participating in the GESA training

4. Conduct a DACUM to determine equity competencies for the Wisconsin Technical College System. Incorporate the equity competencies in the GESA training program.

APPENDIX A

GENDER/ETHNIC EXPECTATIONS AND STUDENT ACHIEVEMENT WORKSHOP

University of Wisconsin-Stout
Menomonie, Wisconsin 54751-0790

October 14, 1993

«Line 1»
«Line 2»
«Line 3»
«Line 4»
«Line 5»

Dear «Salutation»

Enclosed are materials explaining the Gender/Ethnic Expectations and Student Achievement (GESA) train-the-trainer workshop to be offered January 11-13, 1994 in Madison, WI. This staff development effort is designed to examine teacher/student interaction in an effort to improve the classroom climate for students. It is a hands-on, collaborative experience which includes educators working, thinking and sharing together in order to become more effective teachers.

Please take a few minutes to read the enclosed information. The curriculum outline, objectives and introduction sheets will help you understand the format and content of the program.

Enrollment is limited. Please return the enclosed registration form by November 19, 1993, if your district wants to participate in this training. The most benefit for your districts may be derived from sending teams of two or more persons to be trained as facilitators.

I look forward to working with people from your district. If you have any questions, please feel free to call me.

Sincerely,

Lorayne Baldus
Project Director
CVTAE/UW-Stout
218 Applied Arts Building
Menomonie, WI 54751
(715) 232-1395

jb

Enclosures

CORRESPONDENCE/MEMORANDUM University of Wisconsin-Stout

DATE: **September 30, 1993**

TO: **Staff Developers, Affirmative Action Officers, Sex Equity Coordinators and Special Population Coordinators**

FROM: **Frances Johnson, WBVTAE Sex Equity Consultant; Gerri Kaufmann, WBVTAE Minority Participation Consultant; Lorayne Baldus, CVTAE Project Director**

RE: **Gender/Ethnic Expectations and Student Achievement Train-the-Trainer Workshop for Technical College Personnel**

We are pleased to announce an opportunity for VTAE personnel to participate in a three-day staff development training of trainers for level 1. Gender/Ethnic Expectations and Student Achievement (GESA). This nationally recognized training program prepares participants to return to their districts as facilitators and conduct sessions on GESA issues for their colleagues. It is a program carefully designed to help teachers make constructive changes in the way they interact with students and to free themselves from stereotypical race and gender roles and expectations. Quality in teaching helps all students. There is documented evidence that teachers interact with and respond to various types of student diversity differently; unintended, but sometimes having negative effects. The program examines five areas of disparity in the classroom and then encourages teachers to eliminate the disparities. These areas have proven to be generic and are applicable to concerns related to gender, race, national origin, developmental or physical disability, socioeconomic class, perceived ability, or any of the labels which tend to discourage people

GESA training will be held January 11-13, 1994, at the Budgetel Motel in Madison, WI. Dee Grayson of GrayMill, the sponsoring agency which arranges GESA Training, will be the trainer. This session will be focused on postsecondary gender/ethnic issues through the use of a postsecondary component developed by Dee Grayson. A paper explaining the program, the leadership role of the GESA facilitator and curriculum outline are enclosed. These documents further explain the GESA program and the expectations for the role of those who participate in the three-day training. The cost of the program will be no more than $200.00 per person, plus travel expenses of transportation, food, and lodging. Project funds will cover the cost of daily lunch and breaks. Another GESA training opportunity will be available this fall. Melissa Keyes, Sex Equity Consultant, Wisconsin Department of Public Instruction, will conduct a three-day session at the Stevens Point Statewide Equity Convention on November 15-17, 1993, at a cost of $295.00. This session will be for K-12 and postsecondary personnel.

This staff development effort is designed as a self-actualizing program. It centers on voluntary participation, experimentation and collaboration. Graduate credit will be offered for participation in this training. Plans are to offer two credits for facilitators; one for the three-day training and one credit for facilitating training in the VTAE districts. Plans also include offering one credit for those persons who participate in the individual district training program. It is hoped that VTAE colleges will send two or more persons for the state training as it is easier when planning and facilitating can be shared.

If quality, equitable education is to be realized, it must be integrated throughout the entire educational system rather than being perpetually relegated to pilot-project status. GESA provides a mechanism for using educators to integrate equity into existing educational programs. Through this approach, local capability is developed to sustain equity beyond special funding through preparing district staff to serve as trainers. The ultimate goal is to help teachers become better teachers through team work, collaboration and incorporation of equity principles into the classroom and curriculum.

Enclosures

Gender/Ethnic Expectations
and
Student Achievement Curriculum Outline

Unit I - Instructional Contract

- Interaction/perceptions/differential treatment
- Feedback
- Observations and coding
- Evaluation bias for material

Unit II - Grouping and Organization

- Grouping without regard to gender/race/ethnicity/etc.
- Wait time for response (think time)
- Physical closeness/physical placement with classroom, personal space, etc.
- Curriculum Issues - math, science, technology, (computers)

Unite III - Classroom Management/Discipline

- Behavior and punishments
- Touching/reproof
- Curriculum/Pluralistic Education (Resources listed only)

Unit IV- Self-Esteem and Self-Concept

- Male/Female expectations
- Sex Stereotyping
- Collaboration for developing potential
- Questioning skills - probing and listening
- Curriculum/Gender/Ethnic Balance and History

Unit V - Evaluation

- Evaluation patterns/forms of feedback and reinforcement patterns
- Higher level questioning and analytical feedback, (Bloom's Taxonomy)

Gender/Ethnic Expectations and Student Achievement

HOW DOES GESA WORK?

School districts choose potential GESA facilitators to attend a three-day workshop given by GESA staff. Each facilitator then works with 20 to 36 teachers, who attend six monthly workshops. The teachers work in groups of four. After each workshop, teachers in each group observe in one another's classrooms, coding (by gender and ethnicity) the teacher-student interactions studied at the workshop. Each workshop also provides the teachers with resources to address specific curriculum issues in their classrooms.

The GESA program is based on the premise that in order to ensure quality and excellence on an equitable basis, school districts need to directly confront the issue of gender, race and ethnic bias in teachers' interactions with students. Once teachers have examined their own biases, as demonstrated by their own behavior toward all male and female students, necessary curricular and other changes can be accepted more easily.

THE LEADERSHIP ROLE OF THE GESA FACILITATOR

The facilitator role involves arranging program conditions so that participants may internalize GESA concepts and demonstrate the relevant behaviors in schools and classes.

The GESA facilitator has two major leadership challenges. The first is in organization and planning--handling the detail--the logistics--putting the workshop and observation series and schedule together. This part is carefully presented in the handbook with ample flexibility built in to satisfy local needs and concerns. The second is the challenge of working with participants to establish a climate of excitement, discovery, co-creativity, and change.

We're moving from conventional staff-development programs centered on training, telling, and pushing others to change. Self-actualizing staff-development centers on voluntary participation, experimentation, and collaboration. GESA is such a program. Teachers observe each other and become aware of their interaction patterns with students. They explore research-based disparities and bias-free curriculum materials in a climate of discovery and constructive criticism. They change as a matter of personal choice--self-determined decision--and not from externally imposed pressure.

Gender/Ethnic Expectations and Student Achievement Train-the-Trainer Workshop

January 11, 12, 13, 1994

Budgetel Motel
Madison, Wisconsin
(608) 831-7711

UW-Stout Graduate Credit

Tuition waived: Segregated fees, $16.02

- Facilitators - 2 Credits total
  - Workshop Attendance - 1 Credit
  - District Facilitating - 1 Credit

- Participating District Teachers - 1 Credit

Registration Fee: $200 Includes materials, lunches and breaks. All other expenses are the responsibility of participants.

For additional information contact :
Lorayne Baldus, Project Director
CVTAE, UW-Stout
218 Applied Arts Building
Menomonie, WI 54751
(715) 232-1395

Additional information attached

Registration Form

Gender/Ethnic Expectations
and
Student Achievement
Train-the-Trainer Workshop

January 11, 12, 13, 1994

Budgetel Motel
Madison, Wisconsin
(608) 831-7711

NAME: _____

TITLE: _____

ADDRESS: _____

_____

PHONE: _____

REGISTRATION FEE: $200.00

- **Participation must be for the full three days and from 9:00 to 3:30 each day.**
- **Graduate Credit registration will be taken at the first session, January 11. Tuition is waived. Segregated fee is $16.02.**
- **Room reservations at state rates may be made directly to the Budgetel Motel in Madison. A continental breakfast is provided.**

PLEASE RETURN BY NOVEMBER 19, IN THE BUSINESS REPLY ENVELOPE PROVIDED.

GESA TRAINING REGISTRATIONS

•Blackhawk-1
-Regina Arbisi-Ebert

•Chippewa Valley-4
-Jill Tallman
-Carol Craig
-Kay Scharn
-Don Sobotta

•Fox Valley-1
-Connie Swift

•Gateway-2
-Esta Lewin
-Kathy Sprester

•Lakeshore Technical College-3
-Gary Briggs-Dineen
-Beth Raffaelli
-Nancy Hillmer

•MATC-Madison-1
-Patricia Cartwright

•Mid-State-1
-Mary Zurawski

•MATC-Milwaukee-3
-Gloria Gonzales
-Sally Lindner
-David Stinnett

•Moraine Park-2
-Lisa Stich
-Leah Osborn

•Nicolet-1
-Teresa Mayfield-Nitzel

•Northcentral-5
-Frank Fernandes
-Andrew Kleppe
-Ellen Dell
-Richard Franke
-Jean Kapinsky

•Northeast Wisconsin-5
-Kathryn J. Schuh
-Charlie Hornett
-Michael L. Albertson
-Jerry J. Stepien
-Mary Lynn Hall

•Southwest Wisconsin-4
-Esther Adams
-Cecil Allen
-Susan Davis-Allen
-Kathy Witzig

•Waukesha County-1
-Grace Davis

•Western Wisconsin-3
-Karin Rudolph
-Judith Erickson
-Sheri Hawkins

•Wisconsin Indianhead-2
-Katie Boyle
-William Postiglione

•Dee Grayson-GESA Trainer
•Frances Johnson-WBVTAE Cons.
•Lorayne Baldus-UW-Stout

COURSE OUTLINE FOR FACILITATOR WORKSHOP

GENDER/ETHNIC EXPECTATIONS AND STUDENT ACHIEVEMENT
AGENDA

DAY 1

- Welcome/Introductory Activity
- Background/History/Overview
- "Pong" Activity
- Teacher's Self-Evaluation of Non-Biased Behavior

- Unit I: Instructional Contact
  - A) Response Opportunities
  - B) Acknowledgement/Feedback
- Observation/Coding Practice
- Group Assignments

DAY 2

- Evaluation of Materials for Bias
- Small Group Activity
- Begin Small Group Presentations
- "Looking for Similarities"
- Unit II: Grouping and Organization
  - A) Wait Time
  - B) Physical Closeness
- Unit III: Discipline
  - A) Touch
  - B) Reproof

DAY 3

- Unit IV: Self-concept
  - A) Probing
  - B) Listening
- Observation/Coding Practice
- Unit V: Evaluation of Performance
  - A) High Level Questioning
  - B) Analytical Feedback
- Summary/Where/How do we go from here?
- Action Plan/Evaluation

Optional activity - "Startling Statements"

CURRICULUM CONTENT AREAS

- Math/Science/Technology
- Multicultural Resources
- Gender/Ethnic Balance in History
- Physical Activity

GESA
January 11-13, 1994
Madison, Wisconsin

Evaluation Form

How would you rate the following?	Excellent 4	Good 3	Fair 2	Poor 1	No opinion 0	Mean
1. Workshop Sessions, Overall	23	7	3	3	1	**3.39**
Workshop Content	22	10	3	2	0	**3.41**
Materials Provided	24	9	2	2	0	**3.49**
Presentation Method	22	9	3	3	0	**3.35**
Program Variety and Balance	21	7	6	3	0	**3 24**

Comments:

- Good variety of techniques for us to model.
- I appreciate the way the materials were thoroughly covered in the time allotted.
- I liked this workshop.
- More movement - got tired of sitting.
- It was different than I expected, but very good.
- Participants presentations too repetitious.
- Excellent workshop - very fulfilling.
- Much too basic.
- Need to be more "time oriented." An awful lot of "wandering on" in response to specific questions.
- The Thursday morning sessions dragged on.
- Too basic - Grayson needs to understand her audience.

2. Please rate the conference features:

Hotel facility	8	19	9	0	1	2.97
Workshop schedule	11	19	7	0	0	3.11

Comments:

- A bit intense.
- Location downtown was wonderful - we never needed a car, yet got around.
- Hotel staff had difficulty with check-in/check-out process - several errors.
- It is difficult to sit so much for three continuous days.
- Three days is difficult, but time was spent well.
- Need to be more "time oriented." An awful lot of "wandering on" in response to specific questions.
- Need to finish on time. . .other plans need to be changed.
- Days too long - add one day.
- Please don't go beyond the time scheduled.

3. The thing I liked best about the workshop:

- Contact and delivery.
- The quality of presenter and her interest and sincerity. Nice variety.
- Feeling comfortable with others.
- Networking with other technical colleges.
- It kept moving and the variety of presentations.
- The presenter is so organized - easy to follow - pleasant to work with.
- Working in small groups - with a purpose, yet time to share personal stuff.
- Variety of activities.
- Doing the practice and having the research.
- Continuation of group sharing, presentation, simulation.
- The material was great.
- Common sense approach.
- Learning both "how to teach" skills as well as "GESA " skills.
- Activities set up so we mingled a lot.
- Group interaction.
- Dee's honesty and knowledge.
- Opportunity to interact with other VTAE employees.
- The material/information is not new; however, the presentation and discussion was excellent. I especially liked the thoroughness and not done in a cursory manner.
- Very informative.
- The facilitator was quite good and very knowledgeable. Provided an interesting approach to a difficult subject.
- Hearing about other teaching strategies.
- Interaction with participants.
- New information for me.
- Content and instruction.
- Timely, valuable information.
- Interaction.
- Materials/resources.
- Delores was excellent.
- Content quality flow.
- Nothing - it was the worst I have attended.
- Dee's commitment invigorates me.

4. I would like additional information on:

- Who has implemented this program in their organizations?
- Material that is updated.
- Techniques to help students be more aware, change behaviors.
- Setting up GESA in district - probably have it - once I read the materials.
- Promoting nontraditional choices in K-12, and postsecondary education.
- Postsecondary applications.
- Homophobia and neutralizing/dealing with hostility/anger.
- Application to VTAE system.
- Adult education.
- Application of research to management decision-making and work issues.

5. Suggestions for future workshops:

- More help. May be local legislation - updates.
- 3.5 to 4 days.
- Review our failures and successes next year at this time.
- Perhaps an afternoon off and an evening session. Might allow for better afternoon span with a longer break.
- Confrontation techniques.
- Limit number of participants so there could be more dialogue vs. monologue.
- Perhaps explaining our own reaction on homophobic.
- Follow-up with this same group - one year from now.
- Some way of showing overall picture of concepts before detailing parts.
- Keep the same.
- Have coordinators meet after first series of workshops for feedback/sharing, etc.
- Please include immediate updated materials. Don't let "students" teach course.
- Emphasize VTAE.

I Came Expecting -

- Lots of new information as I am not an "E" person.
- A tough course.
- New information upgrading my awareness or sensitivity.
- More information and tools.
- A conference on a subject that is interesting.
- Some tools for dealing with these issues for myself and my institution.
- More "preaching"
- Specific details on race and gender research.
- Training on GESA issues.
- To meet other great people.
- Something very original.
- How to train fellow colleagues on equity issues.
- Three day listening session.
- Exactly what I heard.
- Not sure.
- To get up-to-date information.
- Specific training/observation techniques.
- Sex equity.
- Excellence.
- Not much.
- Information on gender and equity.
- Higher level input on gender/equity.
- To enhance my learning of the issues and be better prepared to help our staff deal with the subject matter, etc.
- Not much.
- Format.

I got -

- What I expected plus inspiration from the presentation and from the participants.
- An enjoyable experience.
- A review of classroom procedures and application with a gender/equity focus.
- Much.
- New views, insights, strategies, enthusiasm.
- What I expected.
- Practical strategies.
- Lots of ideas on teaching techniques, the idea of reducing disparity.
- How to teach to all.
- Fun information, new friends.
- Useful, practical information on equitable teaching.
- Excellent information on equity issues.
- Participation group interaction role playing.
- A whole deal.
- Excellent overview of the equity issues and new group ideas that are applicable for a number of work
- Basic K-12.
- More of a general overview of equity issues.
- Equity.
- Excellence.
- So much information to take back.
- Lots of teaching methods.
- Basic level.
- What I expected and more.
- Very interested.
- Encouragement, format, updated sensitivity training, excellent examples.
- Ten percent of useful information.

I value -

- Everyones ideas.
- Learning more about other cultures.
- What I received.
- The experience and presentation styles of presenters.
- The experience and materials.
- The materials I received, Dee's presentation, the thought provoking ideas.
- Opportunity to participate in this activity.
- The whole concept of GESA training.
- The content going beyond gender to diversity issues.
- The opportunity to interact with colleagues and learn. Also, the location of the workshop.
- Dee's expertise and professionalism.
- Meeting other in VTAE. Reviewing my own interest in equity.
- The concept of human equity.
- The handouts and expertise of the facilitator. Also, chance to interact with other tech college professi
- Interaction with participants.
- Thinking plus application.
- The equity emphasis.
- All content.
- My training.
- Directions which are clear and simple as well as a game plan. I didn't know where we were going till well into the second quarter.
- The knowledge gained.
- Personal development.
- Ten percent of information.
- The people I met.

I want next -

- Progress to occur.
- How to deal with the anger and bitterness in those who have been oppressed.
- To meet with team and figure out how we will do the training on our campuses.
- To get going on all this.
- Update on the research.
- To try it out myself.
- Updates on postsecondary edition. Timing was difficult for us. . . fell on first two days of classes in district.
- To implement the program in our district.
- Follow-up to share how the training has gone.
- Feedback from others in the workshop - How did it go? What worked? What good/bad experiences?
- Thinking and application.
- Troubleshooting "our" experiences.
- Two week vacation and cooperation from my district.
- To get together with this group again in one year.
- Use the awareness.
- Feedback from coordinators for assistance in continuing training in districts.
- To improve if used again.

GRAYMILL FOUNDATION

ACTION PLANNING SHEET RESULTS

As a result of this session:

1. Activities/ideas I want to accomplish are:

- Equity education.
- Inservice our staff formally.
- On a personal level, internalize more of the content.
- Share with our part time area Adult Basic Education staff.
- Improve myself.
- Appreciate the contributions of others.
- Grow and have fun with my children.
- Review the booklet.
- Review my classroom strategies.
- Practice walking around more.
- Improved program evaluation tools to better evaluate materials.
- Present material to a small group as soon as possible.
- Prepare for inservice presentation.
- Pass on enthusiasm to co-workers.
- Do more reading in text-other resources.
- Start planning training.
- Conduct training.
- Meet with executive committee-Sell idea of providing training to staff.
- Set up classes.
- Teach GESA classes.
- Frequency practice with our classes.
- Incorporate process into my classes.
- Incorporate strategies into workshops/teacher opportunities.
- Explore additional information on nontraditional education/career.
- Some self-reflection.
- Get GESA for parents.
- Teach a session.
- Activities in class such as we experienced.
- Examine my own teaching.
- Spread the word.

2. During the next <u>two weeks</u>, I will:

- Present this idea to administration.
- Begin to organize program.
- Formulate a plan for implementing.
- Study the material.
- Share bits with others as appropriate.
- Review these materials at my leisure.
- Talk to my wife about these issues.
- Internalize and find my comfort level.
- Practice walking around more.
- Share with students.
- Share with faculty.
- Meet with team from our campus.

NEW COURSE PROPOSAL COVER SHEET

Rev 11/89

V/O/C/A/T/I/O/N/A/L/ /E/Q/U/I/T/Y/ /G/E/S/A/ / / /

199-575
Course Number

W/O/R/K/S/H/O/P/ / / / / / / / / / / / / / / / /

Official Course Title (Maximum of 50 spaces, including letters, punctuation and blanks.)

1 and 2
Semester Credits

G/E/S/A/ /F/A/C/I/L/I/T/A/T/O/R/ /W/O/R/K/S/H/O/P/ / / / / /

Class Schedule Title (Maximum of 30 spaces, including letters, punctuation and blanks.)

Prerequisites:

Catalog Description: (Maximum of 50 words, six lines - describing course content. Avoid extraneous wording. No abbreviations)

A training activity designed to provide experiences in the use of curriculum, classroom observation, and activities to ensure quality and excellence in teacher/ student interaction. Emphasis is on collaboration; working and thinking together to explore research-based disparities and bias-free curriculum materials to make constructive changes in the classroom.

Course Type:
(check one)

- ☐ lecture
- ☐ laboratory
- ☐ discussion
- ☐ seminar
- ☐ practicum
- ☐ supervised practice in field
- ☐ self paced, individually guided instruction
- ☒ workshop
- ☐ tour
- ☐ mediated*
- ☐ other, or a combination

Grade Options:

- ☐ letter grades A - F
- ☐ O-S-U (student teaching only)
- ☐ in-progress grade option applies

Term(s) Course Will Normally Be Offered:
(check all that apply)

- ☒ fall
- ☒ spring
- ☐ summer
- ☒ arranged
- ☐ off-campus
- ☐ quarter basis

Student Time Commitment Required

total lecture/disc. hours: 38(1) 76(2)

total lab hours: _____

Special Considerations:
(check all that apply)

- ☐ special course fee required*
- ☐ design for diversity category _____
- ☒ repeatable for additional credit, maximum credit: 2
- ☒ special course, limited to 1 or 2 offerings
- ☐ course is campus-bound
- ☐ variable topic course
- ☐ replaces existing course that should be dropped, number of course replaced: _____

SUBMITTED BY:

Signature — Date: 10 24/93

APPROVAL SIGNATURES:

Department Chairperson (indicates approval of Department) — Date

School Dean (indicates approval of School Council and Dean) — Date

Chairperson of Professional Education Council (PEC) — Date

*Describe further, and/or indicate time commitment required in Student Time Commitment Section.

Gender/Ethnic Expectations and Student Achievement Workshop

GESA is a five month in-service program which has a strong impact on participating teachers. The GESA program is based on the premise that in order to ensure quality and excellence on an equitable basis, school districts need to directly confront the issues of gender, race, and ethnic bias in teachers' interactions with students. Once teachers have examined their own biases, as demonstrated by their own behavior toward all male and female students, necessary curricular and other changes can be accepted more easily.

School districts choose potential GESA facilitators to attend a three-day workshop given by GESA staff. Each facilitator then works with 20 to 36 teachers, who attend six monthly workshops. The teachers work in groups of four. After each workshop, teachers in each group observe in one another's classrooms, coding (by gender and ethnicity) the teacher-student interaction studied at the workshop. Each workshop also provides the teachers with resources to address specific curriculum issues in their classrooms. Facilitators may earn two credits. Teachers may earn one credit from UW-Stout.

The facilitator role involves arranging program conditions so that participants may internalize GESA concepts and demonstrate the relevant behaviors in schools and classes. The GESA facilitator has two major leadership challenges. The first is in organization and planning--handling the details--the logistics--putting the workshop and observation series and schedule together. This part is carefully presented in the handbook with ample flexibility built in to satisfy local needs and concerns. The second is the challenge of working with participants to establish a climate of excitement, discovery, co-creativity, and change.

A. Objectives

1. The facilitator participants will: (2 Credits)
   - Attend GESA Facilitator Seminar
   - Obtain VTAE district approval for district workshops
   - Identify funding sources
   - Order GESA Handbooks
   - Conduct Awareness Meeting(s) for the purpose of:
     - Giving potential participants a general idea of the equity issues addressed by GESA;
     - Describing the workshops and observations;
     - Clarifying the participants time commitment; and,
     - Specifying anticipated results
   - Identify participants
   - Collect baseline data
   - Conduct six three-hour GESA teacher workshops
   - Arrange for substitutes for observers
   - Collect post-training data
   - Prepare final report

2. The VTAE teacher participant will: (1 Credit)

- Attend six, three-hour workshops
- Form teams to observe each participating classroom teacher three times per unit
- Explore through discussion, collaboration and experimentation, research-based disparities and bias-free curriculum materials
- Demonstrate relevant behaviors in the classroom

B. Evaluation

The participants will, as a result of the training, be able to incorporate the strategies learned into current programs to aid in the retention and successful placement of their students.

C. Course Outline: See Attached Outline

D. Special Considerations

GESA is a program carefully designed to help teachers make constructive changes in the way they interact with students and, in so doing, to free themselves from stereotypical race and gender roles and expectations. The facilitator role involves arranging program conditions so that participants may internalize GESA concepts and demonstrate the relevant behaviors in schools and classes. Perhaps the most vital element of the program conditions is assurance that teachers share the magic of classroom observation with each other.

Teachers collaborate in the sharing of leadership, including control and decision-making. They work, share and think together co-creatively. Teachers observe each other and become aware of their interaction patterns with students. They change as a matter of personal choice--self determined decision--and not from externally imposed pressure.

Gender/Ethnic Expectations and Student Achievement Curriculum Outline VTAE Teacher Workshop

Unit I - Instructional Contract

- Interaction/perceptions/differential treatment
- Feedback
- Observations and coding
- Evaluation bias for material

Unit II - Grouping and Organization

- Grouping without regard to gender/race/ethnicity/etc.
- Wait time for response (think time)
- Physical closeness/physical placement with classroom, personal space, etc.
- Curriculum Issues-math, science, technology (computers)

Unit III - Classroom Management/Discipline

- Behavior and punishments
- Touching/reproof
- Curriculum/Pluralistic Education (Resources listed only)

Unit IV - Self-Esteem and Self-Concept

- Male/female expectations
- Sex stereotyping
- Collaboration for developing potential
- Questioning skills-probing and listening
- Curriculum/Gender/Ethnic Balance and History

Unit V - Evaluation

- Evaluation patterns/forms of feedback and reinforcement patterns
- Higher level questioning and analytical feedback (Bloom's Taxonomy)

DATE: MARCH 24, 1994
TO: GESA FACILITATORS
FROM: LORAYNE BALDUS
SUBJECT: UW-STOUT CREDIT REQUIREMENTS

It is the end of March and time to register students taking the GESA training for credit in your district. I have heard from some of the facilitators regarding their plans and have received some of the registrations. This is a reminder that if you are conducting training, now or in the near future, registrations will be due very soon.

Dr. Orville Nelson and I have discussed the awarding of two credits for facilitators conducting classes in the district. The grading period will be coming up and I need to have some information from each of you. I would like to remind you of the objectives and requirements for receiving these two credits. In a letter dated December 9, 1993, the following information was given: "You may register for one or two credits, depending upon whether you take the training only or follow through with the training of people in your district. **If you take the course for two credits you will be expected to:**

- **Recruit people for GESA participation**
- **Register participants for credit and send information to CVTAE UW-Stout**
- **Facilitate one course, consisting of five to six workshops for district personnel."**

The letter also said, "It is important that you have a commitment of administrative cooperation prior to registering for the two credits as you will be expected to carry through with training in your individual districts. If your district has a group of people taking the January facilitator training, you may collaborate on the district training and still receive the two credits. Because the initial training occurs in January and it may take time to initiate the training and recruit people, you may want to plan your first workshop date for late January or early February prior to coming to the January workshop. Meetings can be compressed into the months of February through May, but you may want to extend the training into the next fall. **If that occurs, participants will receive an incomplete grade to be completed prior to November, 1994."**

Some districts have started their training, but I need to know the status of the planning in other districts. I will have limited funding for tuition waivers in the 1994/95 project and may have to limit the number of persons we can accept under that program. Therefore, I need to know your projected plans.

Also, in order for me to give you a grade, I need documentation of the planning and preparation that you have done. Enclosed is an Action Plan that can be completed by each of you or it can be completed as a group effort. The information that I would like for grading purposes is:

- What planning has taken place?
- Who was involved in the planning?
- What recruiting efforts or marketing strategies have you used to inform teachers about GESA?
- When will the GESA training begin?
- How many teachers do you expect to take part in the training?

GESA Facilitator Action Plan

Facilitators taking the GESA course for two credits will:

- •Recruit people for GESA participation
- •Register participants for credit and send information to CVTAE, UW-Stout
- •Facilitate one course, consisting of five to six workshops for district personnel.

Please indicate what plans you have made to promote and conduct Gesa training and how you plan to accomplish your goals. Please include a timeline for your program.

Name _____ Date _____

College_____

Return to: Lorayne Baldus, 218 Applied Arts Bldg., UW-Stout, Menomonie, WI 54751
by April 22, 1994

GESA ACTION PLAN

Participants may register for one course credit for the workshop for the cost of the student activity fee. In order to acquire one credit, the participants need to complete GESA activities and an action plan. The objective is to develop a short, valid action plan for implementing selected equity planning techniques within your classroom.

Identify how you plan to incorporate GESA activities into your classes.

1. **What is your main goal for adding this component to your existing program?**

2. **How do you plan to accomplish the goal?**

Objective(s)	Action	Timeline

199-575A Vocational Equity GESA Workshop

Section 1; Period Arranged, Semester 2, Credit 1

1. Students (undergrad and graduate), taking this course for credit, must register using the registration forms provided. They need to fill in the top portion with their personal information, name of workshop, course number and the information listed above in the boxed area. Each student must sign a class roster form with their name, address and social security number.

2. Each student must pay for their own segregated fees. Tuition is waived because of the grant. Segregated fees for one credit are:
   Graduate, one credit $16.70
   Undergraduate, one credit $15.96
   Checks are made out to UW-Stout and must accompany the registration form. Please clip the check to the corresponding form.

3. If participants would like this credit applied, they must complete admission forms. Students who are currently enrolled in a graduate program at UW-Stout must fill out the green form. All other graduate credit enrollees must complete the application for enrollment. When in doubt, fill out the admission form.

   The admission forms should be filled out completely on the top half of the application to the broken line at the middle of the page. It is important to complete the information to determine in-state residency. For persons out-of state, they must obtain their own forms and apply for reciprocity. This grant cannot waive tuition for out-of-state students. Special students do not need to pay the $35 application fee for admission to UW-Stout.

Students who are currently enrolled an an undergraduate program at UW-Stout fill out different forms. These will be provided to you.

If students wish to apply for admittance to a degree program at UW-Stout, they must follow a slightly different procedure.

Undergraduate:
If they are a new undergraduate they should complete the undergraduate application form and submit $25.00 for the application fee.

Graduate:
If they are a new graduate student, they should complete the graduate application and include the appropriate fee for application.

After the first workshop:

1. Sort the undergrad and grad registration forms and application materials. Send the class roster sheet, application forms and checks made out to UW-Stout (attached to each individual application form) to Lorayne Baldus, 218 Applied Arts Bldg., UW-Stout, Menomonie, WI 54751. Please send everything together. Separate or late registrations cannot be accepted. Registration will begin the week of and will be received at UW-Stout no later than .

2. Grades must be turned in by May 23, for the Spring Semester. Grades not received by Lorayne Baldus, UW-Stout by May 18, will receive an incomplete. Coordinators must indicate if students have attended workshops and completed other assignments as designated in the GESA training. Action plans (furnished) may be used as a means of evaluation of the incorporation of equity issues in the classroom by workshop participants.

I will need evidence of a solid planning effort presently in place in order to give the full two credits by May 23. The other alternative is to give an incomplete grade to be completed in November at the end of the fall training. One other alternative, if you feel you cannot complete the training in the district, is to take the course for the one credit you have already completed. I can make that change for you in the month of April. May 1, is the very last day to change sections, so I will need to hear from you immediately if that is your choice.

There is one other small change. In the yellow information sheet sent to you containing information on registering students, I said that grades must be received by May 18. If you send your grades by May 20, and I receive them no later than May 23, I can still get them in before the deadline. Receipt of grades by May 23 is an absolute necessity or students will receive an incomplete. The tuition will still be waived through my current grant, but grades will be delayed.

Thank you for completing the Action Plan. I will look forward to hearing from you about the training that you are doing or planning. If I can be of assistance, please let me know.

APPENDIX B

WTCS SEX EQUITY ADVISORY COMMITTEE MEETINGS

Richard Muirhead, Associate Dean
Liberal Arts
Milwaukee Area Technical College-West Campus
1200 South 71st Street
West Allis, WI 53214-3110

Tom Heffron
Handicapped Services Consultant
Wisconsin Board of VTAE
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Gerri Kaufmann
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Merlin Gentz, Vice President
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Jean Kapinsky
Admin. Affirmative Action Officer
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Jackye Thomas
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Kathy McNellis, Associate Dean
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Robert Hansen
Dean of Student Services
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Joan Williams
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Frances Johnson
Educational Equity Consultant
Wisconsin Board of VTAE
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Madison, WI 53707

Barbara Dougherty, Sr. Outreach Specialist
Vocational Studies Center
UW-Madison
964 Educational Services Building
Madison, WI 53706

Barbara Schuler, Administrator
Vocational Equity/Single-Parent Programs
WI Dept. of Public Instruction
125 South Webster/Box 7841
Madison, WI 53707-7841

Linda Riley
Project Director
CVTAE/UW-Stout
225C Applied Arts Building
Menomonie, WI 54751

Lorayne Baldus
Project Director
CVTAE/UW-Stout
218 Applied Arts Building
Menomonie, WI 54751

Deborah Mahaffey,Bureau Director
Bureau of Student & Support Serv.
WI Board of VTAE
310 Price Place
Madison, WI 53707-7874

AGENDA

WBVTAE SEX EQUITY ADVISORY COMMITTEE MEETING
MADISON, WISCONSIN
September 17, 1993

8:30 Coffee and Registration

9:00 Staff Development Workshops Update
GESA Training
- Letters to Vocational Technical Colleges
- Curriculum and Credit
- District Recruiting Strategies

9:45 Discussion: Staff Development Priorities, 1994

10:30 Brainstorming and Discussion: Long-Range Staff Development Priorities and Strategies, 1994-97.

12:00 Lunch: Informal Discussion, VTAE District Staff Development Needs

1:00 Prioritize Staff Development Training for 1994 to 1997.

2:00 Adjourn

DATE: AUGUST 20, 1993

TO: WBVTAE SEX EQUITY ADVISORY COMMITTEE MEMBERS

FROM; LORAYNE BALDUS

RE: COMMITTEE MEETING, FRIDAY, SEPT. 17, 1993

This is just a reminder that we will be meeting on Sept.. 17, at the WBVTAE State Office Building. Since it is a Friday, I am wondering if you would rather begin earlier in the morning, 9:00 a.m., and end by 2:00 in order to miss the Friday afternoon traffic. Please let me know if this would inconvenience anyone, as I can change it back to 10:00 - 3:00.

The tentative plan for equity staff development this year is to provide GESA training with Dee Grayson of Iowa as the trainer. VTAE facilitators will attend a three day session, January 11-13, 1994 in Madison. I am looking into the possibility of offering 2 credits for this training which would involve attendance at the class and subsequently training VTAE teachers at the VTAE colleges. One credit would be offered to the VTAE teachers who participate in the GESA activities at the individual colleges.

The Sept. 17th agenda will be sent to you within the near future. The priority at that meeting will be to determine long-term staff development needs based on the goals and objectives stated in the Equity Strategic Planning Model. I hope you will all be able to come the this meeting. I look forward to seeing you.

University of Wisconsin-Stout
Menomonie, Wisconsin 54751-0790

DATE: SEPTEMBER 7, 1993

TO: WBVTAE SEX EQUITY ADVISORY COMMITTEE MEMBERS

FROM; LORAYNE BALDUS

RE; COMMITTEE MEETING, FRIDAY, SEPTEMBER 17, 1993
WBVTAE BOARD ROOM, 9;00 a.m.

Enclosed is an agenda for our meeting. You will note that coffee and rolls will be available at 8.30 a.m. The meeting will begin promptly at 9:00 so that we can finish by 2:00 p.m., before the Friday afternoon traffic rush.

This meeting will be focused primarily on two issues, GESA training and future staff development efforts. The GESA workshops will need assistance in promoting and recruiting at the district level in order to have the necessary minimum of 20 persons attending. We will look at the curriculum, costs, district responsibilities and credit possibilities for recertification and also devise strategies to recruit participants.

The second item on the agenda is to determine the gender equity staff development issues within the Strategic Plan and prioritize those areas for future workshops in sex equity issues. It is important that we plot a systematic direction and obtainable goals for achieving sex equity in the classrooms and throughout the system.

I look forward to working with you. If you cannot attend, and have not already informed me, please give me a call at 715-232-1395 or fax a note to 715-232-1985. Thank you

University of Wisconsin-Stout
Menomonie, Wisconsin 54751-0790

VTAE Advisory Comm. List

October 20, 1993

«Line 1»
«Line 2»
«Line 3»
«Line 4»
«Line 5»

Dear «Salutation»

Enclosed are the minutes from the September 17 meeting. It is rather difficult to conduct the meetings and take notes. Therefore, if your notes are more concise, or clarify any of the points covered, please let me know. I would appreciate any help you might give in this. Also, enclosed are copies of Units I and II of the WBVTAE Curriculum Design Project. Kathy Cullen has asked, on behalf of the Curriculum Committee, that we review these units and make comments, questions or concerns regarding the content. Kathy needs our reactions before November 15. Thank you for taking time to review these. This is a real opportunity to make sure equity issues are a part of the curriculum process. Please return your comments to Kathy Cullen by early November.

The information and registration sheets for GESA training have been sent to individuals in each of the VTAE College Districts. If you did not receive your copy, please give me a call at 715-232-1395. The minimum registration needed is 20 persons and the maximum number for the training is 40 persons. Registrations will be made in order of receipt.

The next meeting will be in Madison at the State Board Office December, 1, 1993. The meeting will again be held from 9:00 a.m. to 3:00 p.m. You will be sent an agenda prior to that meeting.

Sincerely,

Lorayne Baldus, Project Director
CVTAE/UW-Stout
218 Applied Arts Building
Menomonie, WI 54751
(715) 232-1382

jb

Enclosures

Advisory Board Meeting
9/17/93

OLD AND NEW BUSINESS

- Career challenge activities
- Guidelines for speakers-Fran
- GESA: Go over letters, training involved, credit, costs, strategies to get commitment from districts.

Past Minutes-Discussion

- Have we accomplished some of what we set out to do?
- What areas are glaring as to need?
- Are there priorities we should set on the basis of where we have been?

What is staff development in the Strategic Planning Model?

- What staff development areas were designated in prior meetings?
- What should be our priorities in the coming year?
- Where do we want to be in 1994-95?

Small Group Work Sessions-Three Groups

- Highlight those areas that are staff development.
- Determine what is project status. Such as:
  -Developing or revamping training materials.
  -Sexual harassment training.
  -Statewide training to train facilitators.
  -Repetition of statewide training in several regions
  -Training through interactive television with topics such as:
  *Learning styles
  *Cultural diversity issues
  *Pedagogical techniques
  *Women and disabilities
  *Videos on specific gender issues
  *Etc.
- Write ideas on cards-place in front for votes

Advisory Committee Minutes, September 17, 1993

Advisory members present were Merlin Gentz, Barbara Read Jean Kapinsky, Phil Langerman, Kathy McNellis, Kathleen Cullen, Linda Riley, Barbara Schuler, Barbara Dougherty, Frances Johnson, and Lorayne Baldus.

The discussion regarding GESA training focused on the material prepared for mailing to the VTAE College System. The marketing must include the vision (how will it be used, where will it go?) the curriculum design strategies, and the staff development areas which highlight the inservice opportunities for instructors. Emphasis should be placed on the process, multi-cultural emphasis and what should be expected from the training. The question was raised who should come to the first training as they will need to work with the groups in the districts and probably require released time. Marketing should be to instructional services directors, affirmative action officers, staff developers, curriculum coordinators, support services directors, and special population coordinators. This is important as initiatives from Carl Perkins funding will be coming in a year or two. The potential is there for improved classroom climate to aid in retention and placement of special populations.

Benchmarking and systems for tracking retention and placement were discussed, i.e., how many enter and graduate, course retention, division retention and what courses cause problems.. This information allows faculty to see what is happening within classes and the retention of students. It also allows administration to work with faculty to develop quality instruction. Phil Langerman shared graphs (enclosed) from Milwaukee charting this information along with placement and salary data. Tutoring and supplemental instruction using prior students to help other students resulted in a 50% increase in retention. The graduate employment reports show salary disparities. Once students graduate there is no significant difference in salaries. Retention is worst for African American males. The key is to get retention of students to allow them to graduate. Future meetings might be concerned with determining benchmarks to address this.

These questions were asked: Have we accomplished some of what we set out to do? What areas are glaring as to need? Are there priorities we should set on the basis of where we have been? Discussion included the following thoughts:

- Possibility of teleconferencing in cooperation with DPI
- Use of outside experts
- Use of interactive television to utilize time, money and convenience. Delivery system is 1-2 hours and introduces topics for general awareness. For in-depth coaching, one may need to go to the site. The difficulty is getting the time and dates for all campuses.
- What is our goal?
  - Train the trainer
  - Train facilitators
  - New faculty orientation course content - What will work? What is needed?
  - Content needs to include terms
  - Find checklist (Changing Roles, etc.) to make sure language/terminology is appropriate.
  - Computerized curriculum development model could use software package to ensure appropriate terminology
  - Insert in "Designated integrated skills" - p.3 of Kathy Cullen's handout - "Statewide Curriculum software project." Need to have local faculty critique this (all districts have curriculum advisory committees).

- Video for new curriculum project is an opportunity for input. Tom Heffron is inserting some disabled information. Who develops the curriculum? We need to be a part of the development.

Committee members divided into three groups to discuss what staff development areas were present in the Strategic Planning Model and what should be priorities in the coming year. The following comments were made:

Group I:

- Inservice Presidents and Vice Presidents at meeting - Need for sex equity staff allocation.
- Inservice State-wide committees and state staff.
- ITSF for delivery of gender issue awareness to faculty.
  -Curriculum development
  -Textbooks
  -Classroom interaction
- Joint staff development efforts between gender equity personnel and minority/recruitment/ retention and affirmative action personnel.
- Inservice state-wide committees and sub-committees to keep issues in forefront.

Group II:

- Harassment Issues: Student to student and Instructor (as retention).
- Reach Student Services staff:
  -pre-enrollment assessment
  -K-12 linkages with tech prep
  -Core competency courses
- Reach leaders of the planning process on integrating equity (teleconference).
- Train curriculum coordinators on equity in curriculum; instructors, media and resources.

Group III:

- Inservice quality coordinators on importance of infusing gender equity concepts into quality training (700 level - Bill Rockwell).
- Include equity coordinators in statewide benchmark training.
- All new certification courses will include a measurable gender equity competency(ies) related to the subject matter of the course.
- Create a work group* to compile and disseminate current gender information throughout the state on an annual basis.
  *Build into state-called meetings
- Inservice Tech Prep Consortia (statewide).

The meeting adjourned. The next meeting will be held December 1, 1993, at the State Board Office in Madison.

DATE: NOVEMBER 23, 1993

TO: WBVTAE SEX EQUITY ADVISORY COMMITTEE MEMBERS

FROM: LORAYNE BALDUS

RE: AGENDA, WEDNESDAY, DECEMBER 1, 1993
WBVTAE BOARD ROOM, 9:00 a.m.

8:30 Coffee and Rolls

9:00 GESA Training
- Colleges and Registration
- Credit, Responsibilities in Districts

9:20 Interactive Television - Tony Pontar

10:00 Curriculum Initiatives and Sex Equity - Kathy Cullen
Tom Heffron
Carolyn Mewhorter
Maine Curriculum (Dacum)

11:30 Advisory Board Membership - New Members

12:00 Lunch

1:00 Discussion of Staff Development Priorities

3:00 Adjourn

You will note that coffee and rolls will be available at 8:30 a.m. The meeting will begin promptly at 9:00 so that we can finish by 3:00 p.m.

The agenda is a follow-up to the discussion from the last meeting. Staff development areas in the Strategic Planning Model were determined by three groups, but were not discussed and prioritized. It is important that we plot a systematic direction and obtainable goals for achieving sex equity in the classrooms and throughout the system.

I look forward to working with you. If you cannot attend, and have not already informed me, please give me a call at 715-232-1395 or fax a note to 715-232-1985. Thank you.

Minutes
Sex Equity Advisory Committee Meeting
December 1, 1993

GESA training, scheduled for January 11-13, 1994 was discussed. A rough draft of a letter for participants was revised to clarify meanings, intent and expectation. A Career Challenge activity for the Spring of 1994 was also discussed.

Tony Porter, Lakeshore Technical College, shared information regarding WISCONLINK, interactive satellite video conferences that can reach all people in the state. Currently, 13 colleges participate. WISCONLINK identifies the programs available and distributes a packet of information regularly. Tony, acting as conference coordinator, will find the sites and make all arrangements.

Interactive television requires some decision making;
a. Need to generate revenue?
b. Reach national, state or specific target audience?
c. Are people receptive to video conferences?
d. Is it important everyone gets same information at same time?
e. A budget would be required for advertising, statewide programming, conference calls. etc. Fran Johnson, and Barb Schuler could talk about having several area meetings instead of one in Madison, i.e. regional sex equity coordinators agenda. One must first determine what professional development needs to take place and then figure out delivery.

Wonder Network was also discussed. This involves UW-Stout, LaCrosse, Eau Claire and River Falls. Five technical colleges; Northcentral, Western, CVTC, Fox Valley and Indianhead will likely join the coalition. There are no other ITV consortiums currently among VTAE colleges, therefore, we could not have statewide training through Wonder, only regional.

Kathy Cullen distributed sample curriculum materials for the computer-based curriculum project. The software package is easy to use. PEAKS was a pre-cursor to this but was very expensive. The software development is being done at MATC-Milwaukee and the video is produced at Seattle. The purpose is to make the curriculum design process easier for all faculty, yet assures faculty they can retain their own curriculum design. A sex equity component is included. List of gender/bias-free wording could be inputted so it is accessible. Kathy asked the sex equity committee members to review Units 1 and 2 and make suggestions for change.

Carolyn Mewhorter shared her curriculum designed to incorporate sex equity issues into training for all technical students. Carolyn voiced some concerns about the length and general acceptance in the various T&I fields. She intends to revise it for a one-hour presentation. Carolyn will share her materials for incorporation into Kathy's project.

The state of Maine - DACUM chart for gender equity in secondary school trades and technical courses was distributed. The Maine DACUM incorporated competencies other than just those for secondary students. The need is to validate what is in the Maine DACUM, along with the Wisconsin Model and other available materials. Activities for postsecondary students have not been developed. The suggestion was made that Fran and Lolly could take what has been developed, divide it into separate charts, validate what has been done and then develop competencies to be used in developing curriculum. Issue is how to pull out equity competencies so they are implemented in a variety of courses or stand alone as a course (similar to Foundations of Quality, a 700 level course not linked to any one area, but could be used across the board.) A separate 700 level curriculum could be developed for the post secondary schools on equity and gender.

The suggestion was made to look at DACUM, Changing Roles, Etc. as a source for an equity curriculum; then determine how to incorporate this into the building of classes and environment. Members suggested that we should look at the educational diversity course, #69, which has three components; gender equity, disabilities, race/ethnic issues, and is required for certification after five years. The suggestion is that course outlines for the Foundations of Quality course and the education diversity course be made available for examination at the next board meeting.

Sexual harassment issues in the colleges, along with a suggestion for a possible research study of the issue was discussed. It was suggested that we look at Jackye Thomas's survey at our next meeting.

The next two meeting dates were set for April 6 and July 13, 1994.

Memo

To: *WTCB Sex Equity Committee Members*
From: *Lorayne Baldus*
Date: *January 27, 1994*
Re: *Meeting dates*

Mark your calendars for two meeting dates, **April 6**, and **July 13**, 1994, at the State Board Office in Madison. The meetings have been rather intense and members have asked that we begin at **9:00 a.m**. and adjourn by **2:00**.

The meeting minutes and April agenda will not be sent to you until late February or early March as I will be taking a vacation in Germany during February.

The GESA training was very successful. A total of 39 persons from all 16 colleges attended. Twelve colleges have indicated that district workshops for teachers will be held this spring or next fall with 26 people committed to training. Participants have been registered for one or two credits at UW-Stout. The persons taking GESA workshops from the GESA trained facilitators in the districts will also have the opportunity to register for UW-Stout credits.

Two other equity events in the planning stages are career challenge train-the-trainer opportunities. The first event is an opportunity for project directors who have been trained as career challenge facilitators to discuss successful strategies and activities currently used in their single parent and displaced homemaker programs. This provides a forum for sharing and discussing methods for implementing activities and improving current programs. Also, a third training of new facilitators will be conducted during the week of May 16 -22, 1994. Four of twelve slots have been given to persons from Indianhead Technical College, leaving eight positions vacant. Several colleges have implemented this program and have had great success. The training is relatively inexpensive as project funds will cover lodging and most of the food. Travel and some dinners will be the responsibility of the districts. Colleges represented in the Advisory Committee may want to take advantage of this opportunity. Please call if you are interested in sending someone for training.

I look forward to seeing you in April.

DATE: March 23, 1994

TO: WTCS SEX EQUITY ADVISORY COMMITTEE MEMBERS

FROM: LORAYNE BALDUS

RE: ADVISORY COMMITTEE MEETING, APRIL 6, 1994
9:00 A.M. - 2:00 P.M. STATE OFFICE BUILDING, MADISON

Agenda
April 6, 1994

8:30 - 9:00	Coffee
9:00 - 9:30	Discussions of current staff development efforts
9:30 - 10:00	Committee Membership
10:00 - 11:00	Sexual Harassment Survey, Jackye Thomas, MATC Linda Ross, Lakeshore Technical College
11:00 - 12:00	Examination of Certification and Recertification course; #69, and the 700 level Quality Course, in relation to Maine DACUM with implications for sex equity staff development in subsequent years.
12:00 - 1:00	Working Lunch
1:00 - 2:00	Staff Development issues in Sex Equity Model; Discussion of the issues previously identified by the committee members.
2:00	Adjourn

Enclosed are the condensed minutes from the last meeting. If you will not be there, please let me know (715-232-1395) as I need an accurate count for lunch. I look forward to seeing you again.

WTCS Sex Equity Advisory Committee

Minutes

The meeting was opened with thirteen members present. The following topics were discussed:

1. Discussion of Current Staff Development Efforts

   April 16: "Retooling Conference" at Madison Area Technical College.
   Panel in morning, workshops in afternoon. This may be their last meeting.

   April 19: Wisconsin Dells
   Meeting for "Career Challenge" trained people. Of 20 coming, most are doing something with this program for single parents. A survey of programs will be used for a report on the use of Adventure-Based Counseling in the Wisconsin Technical College System.

   May 16-20: Another "Career Challenge" training in Stevens Point. (Train the Facilitator) Thirteen to fourteen persons will be trained by Peg Pompe of Moraine Park and Mary Jo Coffee from Waukesha County.

   Sept. 27-28: Joint Cadre Meeting, DPI and WTCS

   Nov. 8-10 Equity and Multicultural Convention
   Holiday Inn-Stevens Point

   GESA Training: Jean Kapinsky, Northcentral. Five people were trained and are working in the district. They have 19 persons registered for credit. Northeast is also conducting training sessions this semester.

2. Committee Membership

   Fran talked about others who <u>should</u> be members and the need to invite them. Also, she sees it as a two year commitment, but people could ask to be removed should they prefer.

   Two groups not represented are research and evaluation and we need to contact them. Recommendations were made to include someone from: evaluation, research, academic, and trade & industry. Several other individuals were suggested. Representatives suggested were Carlos Soto-Milwaukee, Pat Cartwright, curriculum-Madison, Mary Jane Best-Louther-DPI, Apprenticeship (speak to Marge Wood about someone), Nontraditional worker, Northcentral-Tim Mero, Milwaukee-John Still/Therese Kelly, and Sex Equity-Nancy Domorocki from Gateway.

3. Sexual Harassment Surveys-
   Jackye Thomas, MATC
   Linda Rose, LTC

   A. Linda Rose: 350 surveys were sent out to all LTC staff. She distributed results of the survey and discussed it. Linda also discussed "Developing Electrical/Mechanical Aptitudes" and expressed concern about whether they can offer a course for women only. Discussion followed of the issues involved.

B. Jackye Thomas: About 4 years ago, Madison conducted a district-wide assessment of students. Results were reported in 1992. Almost 900 respondents focused on staff treatment of students. This could be adopted for use to survey students and look at treatment of students by students.

Discussion followed on how statistics are recorded and summarized and the meaning of this for the colleges. The group felt that often only formal complaints are considered.

A consensus formed that we need to do this study on a statewide basis. A suggestion was made that this idea of a statewide survey be presented to the affirmative action committee and also student services as the next step. As a result of the survey, MATC has attempted to increase awareness of sexual harassment issues.

Jackye will try to get support staff survey results ready for the July meeting.
A suggestion was made to develop a case set of survey questions for statewide data and also customize questions for each district.

4. Curriculum - Kathy Cullen

Maine DACUM, "Gender Equity in Trades and Technical Careers." The issue of using it as a complete course or pulling out items for use in a class was discussed, as well as what has been done already and how it could be used. Lolly discussed the proposed project. Fran suggested that men in NTO programs should also be included in focus groups.

Certification Requirement No. 69, Educational Equity was reviewed. A suggestion of the committee is that this be revised and updated immediately (This is a two credit course). Kathy gave a brief summary of the 700 level quality course.

John Orlofske answered a few brief questions about certification requirements. Course competencies were determined by statewide committees several years ago and compiled into similar formats by Dr. Harold Halfin of UW-Stout. These competencies are the certification requirements addressed in all interview efforts in the districts. The State Certification Committee identifies the competencies to be addressed and the committee sets the process of revision. John says that, as a group, we could write suggestions to the Certification Committee. We can give input to the committee and expect a reply. Following the meeting, Dick Muirhead spoke with Joyce Muller regarding Certification Course No. 69. Her committee has talked about revision. They meet the first part of May and she will share the offer of our committee to help with a revision.

5. July 13, Agenda: Infusing Equity Issues Across the Curriculum.

1. Dick and Mary Ann Jackson- Infusion in General Education at MATC-Milwaukee
2. Jackye - Support Staff Survey
3. Fran and Geri - Will bring suggestions for Certification Requirement No. 69
4. Dick Muirhead - will speak about certification committee discussion
5. Jean and Bob will speak with affirmative action officers regarding statewide sexual harassment survey and report to the committee.

Dick and Mary Ann Jackson could present what's happening at MATC-Milwaukee. Lolly spoke about the infusion of gender equity core competencies into curriculum. The plan for the final year would be:

YEAR 1:

1. Determine competencies through focus group
2. Validate competencies
3. Survey districts to further validate competencies
4. Draft DACUM chart
5. Draft curriculum model

YEAR 2:

1. GESA & DACUM
2. Eventually involve DPI-What are implications for Pre K-12 levels.
3. Need to look at NTO for both males and females

NEXT MEETING-July 13, 1994

Recorded by: Barb Schuler

WTCS Sex Equity Advisory Committee

Tentative Agenda
July 13, 1994

Introductions

1. Update on Previous Committee Work
   - Affirmative Action Committee Report-Jean Kapinsky and Bob Hanson
   - UW-Stout Staff Development Report; GESA and Career Challenge-Lorayne Baldus
   - Support Staff Survey-Jackye Thomas
   - Infusion in General Education-MATC-Dick Muirhead and Mary Ann Jackson
2. Certification Course for Equity-Geri Kaufman, Fran Johnson and Dick Muirhead
3. Possible Presentation on Alcohol and Drug Abuse Counselors Involvement in Equity
4. Discussion of Mini-Grant Projects for 1995-96 RFP Guidelines to be Used by Faculty/Staff Trained in GESA
5. UW-Stout Focus Group Meetings With Nontraditional Students and Graduates
6. Overview of Direction for Equity Measures and Standards

APPENDIX C

WISCONSIN SEX EQUITY CONFERENCE

Statewide Equity Conference

A conference for administrators, counselors, equity coordinators, elementary, secondary, and post-secondary instructors, and community-based, state, and educational organizations.

Program

Preconference Workshops,
November 15
GESA,
November 15-17
Conference,
November 16-17

STOUT
UNIVERSITY OF WISCONSIN

Statewide Equity Conference & Preconference Schedule

Training of Trainers for Level 1 *Location* Boardroom
Gender/Ethnic Expectations and Student Achievement (GESA)
Monday, November 15 - Wednesday, November 17 (three days)

Melissa Keyes, Sex Equity Consultant
Equity and Multicultural Education Section
Wisconsin Department of Public Instruction

The recent release of the AAUW report on "How Schools Shortchange Girls" has highlighted the ways that students are treated differently, on the basis of gender, in the classroom. There is documented evidence that classroom teachers interact with, and respond to, boys and girls, as well as to various types of student diversity, differently. The differential interactions that occur sometimes have negative effects and are often unintended. Once staff members are aware of these effects, they can take corrective measures. The GESA program provides training for classroom teachers on recognizing the kinds of interactions that do transpire and how to begin to change behavior to eliminate those not desired. This nationally recognized training program prepares participants to return to their local school districts or agencies and to conduct sessions on GESA issues for their colleagues. A complete set of materials will be provided for each individual participant.

Participants in this session must be present for all 3 days of GESA training.

Daily Schedule:

Monday	9:00 - 12:00	Session I
	12:00 - 12:30	Lunch, Salons H & I
	12:30 - 1:30	Speaker
	1:30 - 5:30	Session II
Tuesday	9:00 - 11:30	Session III
	11:30 - 12:00	Lunch, Salons H & I
	12:00 - 1:00	Luncheon Speaker
	1:00 - 5:30	Session IV
Wednesday	9:00 - 12:45	Session V
	12:45 - 1:30	Lunch
	1:30 - 2:30	Performance, Expo Hall

Preconference Workshops

Monday, November 15

Building Your District's Equity Plan: An Introduction to Equity Issues in Education

Coordinator:
Barbara Schuler, Vocational Equity Consultant
Wisconsin Department of Public Instruction

Nancy Estrem-Fuller, CESA #8 **Steve Kaln**, CESA #9

Jim Lee, CESA #12 **Cindy Vaughn**, CESA #2

Have you been assigned the task of ensuring that a local equity plan is developed for your district? Do you feel you need a stronger background in some of the issues in equity, especially gender equity? Are you looking for ideas on how to gain district commitment to, and involvement in, equity issues? If so, this preconference session is for you. Barbara Schuler, Vocational Equity Consultant at DPI, will coordinate this workshop. She and members of the Wisconsin Vocational Equity Leadership Cadre will present information and lead participants through the phases in developing a local district equity plan. The Wisconsin Model for Sex Equity in Career and Vocational Education will be used as a major resource and a copy will be provided as part of the participant registration fee. General topics covered during this session will include: a historical perspective on equity; the costs of inequity in education; the pupil nondiscrimination guidelines (s. 118.13) - the law and its implications; the use of the Wisconsin Model in developing a local district equity plan; and the Wisconsin Vocational Equity Leadership Cadre's role in implementing equity in local school districts.

Time: 9:00 a.m. - 12:00 p.m., 1:30 p.m.-5:30 p.m.

Investigating Discrimination Complaints

Coordinator:
Robert E. Gregg, Attorney
Tomlinson, Gillman & Rikkers, S.C.

State and Federal laws require an employer to conduct an internal investigation of complaints of discrimination or harassment. Failure to do so can result in legal liabilities and the award of punitive damages. The standard disciplinary process requires prediscipline investigation of work rule or other job violations. The investigation itself often becomes the object of scrutiny by the courts.

This session covers the legal and practical requirements for a fair, valid, and thorough investigation that will stand up to a challenge. It also covers the practical techniques of planning an investigation, interviewing witnesses, collecting evidence, and maintaining an investigative file.

Time: 9:00 a.m. - 12:00 p.m., 1:30 p.m. - 5:30 p.m.

Luncheon Speaker - 12:00 p.m.-12:30 p.m. *(for all preconference workshops & GESA participants)*
12:30 p.m.-1:30 p.m.

A Look at American Indian Gender Roles

Francis Steindorf, Consultant
Wisconsin Department of Public Instruction

Rhonda Quaderer, Private Consultant

This presentation will focus on American Indian historical and contemporary gender roles. Comments will include points regarding what the U.S. Constitution left out, American Indian loss of cultural identity due to oppression, impact on gender roles and expectations, and direction for the future from an American Indian perspective.

Conference

Tuesday, November 16

7:30 a.m.-8:15 a.m. Registration/Refreshments

8:15 a.m.-11:30 a.m. Concurrent Sessions *(choose 1 of 3)*

Equity Issues Relating to Boys/Young Men *Location:* Salon J

Dan Konop, Director
School-To-Work Programs
Vocational Equity Coordinator, CESA 7

Jim Heiden
Equity Cadre Chair, CESA 1

Lance Elfman
Federal Programs Consultant/Human Growth and Development
Coordinator, CESA 4

What should boys and young men know about gender equity? What are their responsibilities in the equity movement? This presentation will include information from theUniversity of Wisconsin-Stout composite report "Wisconsin Equity Surveys, 1989-1992." Session participants should be prepared to participate in the discussion that will follow the presentation. Interaction and discussion regarding relevant concerns and interests of the group will be a significant part of this session.

Resources for Teaching About Equity *Location:* Salon L

Linda Riley, Director
DPI/University of Wisconsin-Stout Vocational Equity Leadership Project

Jean Beschta, Equity Coordinator/
Elementary Counselor, Appleton

Julie Furmanski, Instructor,
Two Rivers High School

Beth Kasinski, Instructor,
Bayfield

Lorayne Baldus, Director
VTAE Gender Equity Project
University of Wisconsin-Stout

Marta Larson,
University of Michigan

This program will provide an opportunity for kindergarten through post-secondary administrators, teachers, counselors, librarians, and curriculum directors to acquaint themselves with the many print and media resources available to assist in teaching about equity issues to staff and students. Materials will be available for review. Discussion will focus on district-wide programs and integrating the use of these materials into the classroom curriculum.

Sex Equity and Domestic Violence Issues *Location:* Salon K

Nancy Worcester, Women's Studies Outreach Specialist
Coordinator, Domestic Violence Training Project
University of Wisconsin-Madison

This workshop will look at the connections between equity and domestic violence issues. In particular, participants will learn to recognize domestic violence, the effects of domestic violence on children, early signs of violence in dating relationships, and the connections between child abuse and woman abuse. Workshop participants will examine the potential roles of schools and school personnel as a part of a "community response to domestic violence." In addition, participants will be introduced to a wide range of excellent resources (for K-12), for intervention and prevention, and will be stimulated to see how pro-equity work and violence prevention work are key complementary issues in building a healthier society.

11:30 a.m.-12:00 p.m. Lunch *Location:* Salons H & I

12:00 p.m.-1:00 p.m. Luncheon Presentation *Location:* Salons H & I

Your Life Is Your Business and Your Business Can be Your Life: How To Become the CEO of Me, Inc.

ReDonna Sherrie Rodgers, Executive Director
Center for Teaching Entrepreneurship

This presentation addresses entrepreneurship and opportunities for women. Discussion will focus on how to think in an entrepreneurial fashion daily. How to help women become opportunity-wise in all aspects of their lives will be emphasized. The concept of self-employed-employee will be shared. This is the CEO of Me, Inc. Theory.

1:00 p.m.-4:15 p.m. Concurrent Sessions *(choose 1 of 3)*

Teaching Students About Sexual Harassment *Location:* Salon L

Coordinator:

Pam Hillesheim-Setz	**Reilly O'Halloran**	**Marilyn Greiner**
CESA 5	South Shore High School	Tigerton
Sue Mokler	**John Malin**	**Carolyn Mewhorter**
Ripon	Kimberly High School	Fox Valley Technical College

This panel presentation will include a wealth of experience from throughout the state on teaching about sexual harassment to students. Panel members will provide insight into the curriculum and methodology used in their programs. The session will be interactive with time provided for questions and discussion.

What? Talk to Boys and Men About Rape?
How to Successfully Educate Males About Rape *Location:* Salon J

Joseph Weinberg, Educational Consultant
Joseph Weinberg and Associates Educational Consultants

Boys grow into men that know how to rape through a process of pain, humiliation, fear and sadness. I've developed "radically simple" techniques for discussing sexual assault with males that invite awareness and unlearning of this "rape process." Males haven't had to know what constitutes sexual harassment or assault or that their actions could be considered harassing or assaultive. Most schools refuse to acknowledge the true scope of the rape/harassment problem on their campuses. There has been growing media attention, legislative action, successful lawsuits, and pressure from parents and students. Rape is a men's issue, only changes in men's behaviors can bring about an end to sexual violence.

By the end of the workshop, participants will be able to:

- Recognize and quantify the extent of misinformation about sexual assault in male student participants in education sessions
- Use new methods to illuminate different aspects of rape culture
- Have identified some of their resistance to effective rape prevention education with men (and women?)

Sex Equity and Domestic Violence Issues (repeat) *Location:* Salon K

Conference

Wednesday, November 17

7:30 a.m.-8:30 a.m. Registration/Refreshments

8:30 a.m.-12:45 p.m. Concurrent Sessions (*choose 1 of 3*)

Math & Science Education: Pathways to Women's Economic Self-Sufficiency

Moderator:
Karen H. Vierneisel, Director
Elementary & Secondary Education Division
Office for Civil Rights
US Department of Education

Location: Salon I.

Estella Cortinas,
Program Development Specialist
Women's Bureau
US Department of Labor

Jennifer Crapol-Hall, CHOICES Coordinator
Bureau of Children Youth and Families
Division of Community Services
Wisconsin Department of Health
and Social Services

Pam Kohl, Case Manager
Marshfield Medical Research
Foundation

Marjorie Wood, Apprenticeship Consultant
Bureau of Program Development
Wisconsin Board of Vocational,
Technical & Adult Education

Patty Hankins, Program Vice-President
American Association of University
Women-Wisconsin
Co-Chair, Wisconsin Women's Network
Education Equity Task Force

This forum is intended to be instructional and interactive. Participants watch a video entitled "Shortchanging Girls, Shortchanging America," about the Educational Equity Roundtable sponsored in 1991 by the American Association of University Women and listen to the speakers' presentations. The presentation will focus on: the problems causing the continuing disparity between the enrollment of boys and girls in higher level math and science courses; school districts' obligations under Title IX of the Education Amendments of 1972 to provide equal education opportunities for girls; some of the model programs developed in the state of Wisconsin to address the problem; workforce trends that underscore the importance of such initiatives and of increasing girls' participation in apprenticeship programs; and other impediments to achieving sex equity in this area. Participants will also work in small groups brainstorming about strategies they can take back to their communities to ensure that schools are complying with Title IX and taking additional steps to improve young girls' achievement in math and science

First Among Unequals: The Search for Gender Equity in a Media World

Location: Salon J

Cynthia Mee, Assistant Professor
UW-Platteville

Issues of equity are related to the way young people are gender socialized. Early adolescence is a critical time as gender identity is a key developmental task during this time in life. In our mass-mediated culture girls and boys receive countless messages about gender roles and identity from TV, movies, popular magazines, advertising, music, and music videos. Therefore, understanding the role of the media in their lives is indispensable if equity is to become a reality. This workshop will profile some of the current gender research. Participants will take part in a number of activities relating to the impact of the popular media on gender equity and socialization.

Career Counseling for Students: Looking at Non-Traditional Programs

Location: Salon K

Karen Isebrands, Associate Dean
Economic Development
Nicolet Area Technical College

Lorayne Baldus, Director
VTAE Gender Equity Project
UW-Stout

Barbara Bendlin, Director
Sex Equity Project
Blackhawk Technical College

Tricia Croyle,
Architect Division
Northeast Wisconsin Technical College

The presentation will focus on two aspects of career counseling. The first two hours will look at gender and ethnic bias in career interest inventories and how to build your own local data base and resources to overcome these. The second portion will cover the "Career Challenge" process which incorporates trust building and risk taking in an adventure-based model to expand the openness of individuals to the new experiences on non-traditional careers. Presenters have been trained in this process and are now using it in the VTAE system with a wide variety of programs and students.

1:00 p.m.-1:30 p.m. Lunch Expo Hall

1:30 p.m.-2:30 p.m. Luncheon Presentation *(for all conference & GESA participants)*
Expo Hall

Presentation to the new trainers for Gender/Ethnic Expectations and Student Achievement (GESA)

Alice in Sexual Assault Land: *Location:* Expo Hall

Laurel Hoeth, Director
Members of Contemporary Issues Organization (CIO)
Stevens Point Senior High School

Sexual assault can happen to people of any age, sex, race, income level, sexual orientation or physical ability. In a sometimes humorous but serious way, "Alice in Sexual Assault Land" presents personal safety and preventive techniques to help students understand the seriousness of sexual harassment and sexual assault and to help stop it from happening in the future.
CIO is a group of concerned students who deal with controversial issues that most schools and groups are afraid to address. This group was started in 1990 by five students who were tired of the discrimination and harassment that was taking place in school.

"Alice in Sexual Assault Land" was initiated by some concerned CIO members in 1991-92 who wanted to educate other students on the topic of sexual assault, date rape, and harassment in our schools.

Co-sponsored by:

Wisconsin Board of Vocational, Technical and Adult Education
Wisconsin Department of Public Instruction
Wisconsin Vocational Equity Leadership Cadre
University of Wisconsin-Madison
Center on Education and Work
University of Wisconsin-Stout
Center for Vocational, Technical and Adult Education
Office of Continuing Education/Extension

The sponsoring agencies do not discriminate on the basis of age, handicap, national origin, race, religion, or sex.

APPENDIX D

CAREER CHALLENGE WORKSHOP

CORRESPONDENCE/MEMORANDUM *University of Wisconsin-Stout*

TO: Howard Lee
Bruce Siebold
Bob Sedlak

FROM: Orville Nelson

DATE: March 28, 1994

SUBJ: Special Course Request

Attached is a request or a one-time course offering for one of our projects with the Wisconsin Technical College System Board. The course will be offered May 16-20, 1994 as a summer session course.

Please sign and forward to the next person.

jb

Attachment

NEW COURSE PROPOSAL COVER SHEET

Rc - 11/89

VIOICIAITITIOINIAILI IEIQIUITITYI : I ICIAIRIEIERI 199-575

Course Number

CIHIAILIEINIGEI IWIOIRIKISIHIOIPI I I I I I I I

Official Course Title (Maximum of 50 spaces, including letters, punctuation and blanks)

1

Semester Credits

CIAIRIEIRI ICIHIAIIIEINIGEI IWIOIRIKISIHIOIPI I I I I I

Class Schedule Title (Maximum of 30 spaces, including letters, punctuation and blanks)

Prerequisites:

Catalog Description: (Maximum of 50 words, six lines - describing course content. Avoid extraneous wording. No abbreviations)

A training activity designed to provide experiences in the use of curriculum and activities for incorporation into existing sex equity, single parent and displaced homemaker career planning programs. Emphasis is on personal risk-taking and goal setting to meet the needs of nontraditional women in preparing for new career challenges.

Course Type:
(check one)

- ☐ lecture
- ☐ laboratory
- ☐ discussion
- ☐ seminar
- ☐ practicum
- ☐ supervised practice in field
- ☐ self paced, individually guided instruction
- ☒ workshop
- ☐ tour
- ☐ mediated*
- ☐ other, or a combination

Grade Options:

- ☒ letter grades A - F
- ☐ S-U (student teaching only)
- ☐ in-progress grade option applies

Term(s) Course Will Normally Be Offered:
(check all that apply)

- ☐ fall
- ☐ spring
- ☒ summer
- ☐ arranged
- ☒ off-campus
- ☐ quarter basis

Student Time Commitment Required

total lecture/disc. hours: 38

total lab hours: _____

Special Considerations:
(check all that apply)

- ☐ special course fee required*
- ☐ design for diversity category _____
- ☐ repeatable for additional credit, maximum credit: _____
- ☒ special course, limited to 1 or 2 offerings
- ☐ course is campus-bound
- ☐ variable topic course
- ☐ replaces existing course that should be dropped, number of course replaced: _____

SUBMITTED BY:

Signature

3/28/94

Date

APPROVAL SIGNATURES:

Department Chairperson (indicates approval of Department) Date

School Dean (indicates approval of School Council and Dean) Date

Chairperson of State Vocational Education Council (SVEC) Date

*Describe fully and/or indicate time commitment required in Student Time Commitment section

BEST COPY AVAILABLE

Wisconsin Technical College System
Career Challenge Workshop
Curriculum

Career Challenge is a train-the-trainer career exploration workshop for facilitators working with women in the Wisconsin Technical College System (WTCS) Vocational program. It is a counseling program adapted from the Adventure Based Counseling Model developed by Project Adventure, Inc. This program is based on a combination of experiential learning, outdoor education, and group counseling techniques, and has been adapted for use with a variety of vocational education client groups. Career Challenge has been developed for use in WTCS vocational sex equity reentry programs that focus on recruiting women into the nontraditional technical and trade occupations.

A. Objectives

Graduate students, completing this workshop, will be able to analyze and adapt the curriculum activities they experience for incorporation into their local district's current vocational equity programs. The participants will, as a result of the training, be able to incorporate the strategies learned into current programs to aid in the retention and successful placement of nontraditional students. These strategies include:

- Goal setting to establish realistic levels of challenge
- Group problem solving
- Peak experiences from successful risk taking and problem solving
- Challenge/stress activities
- Trust building activities involving physical safety skills
- Humor/fun to release stress and tension of challenges
- Ritual and ceremony to create an environment in which group process becomes an element in growth and change.

B. Evaluation

All students will be evaluated by:

- Participation in workshop activities
- Written analysis of appropriate use of strategies for local districts.
- Written evidence of planned District implementation through an "Action Plan" which will include:
  - Objective of program
  - Strategies to be incorporated
  - Methods of incorporating activities
  - Recruitment strategies
  - Time line.

C. Course Outline:

- See Attached Outline
- A curriculum book, containing activities and strategies, is provided for each participant.

D. Special Considerations

This is a one-week career exploration workshop for vocational equity persons who direct technical college programs that focus on recruiting women into nontraditional, technical and trade occupations. The series of challenges, experienced by workshop participants, will help them prepare similar challenges for their clients. It is designed to assist the nontraditional women identify personal strengths and gain self-confidence to help them succeed in the classroom and workplace.

Vocational Equity Career Planning Workshop

Participants may register for one course credit for the workshop for the cost of the student activity fee. In order to acquire one credit, the participants need to complete an action plan. The objective is to develop a valid action plan for implementing selected equity planning techniques.

Action Plan

Identify how you plan to incorporate the Career Challenge Curriculum and activities into your local career planning program.

1. **What is your main goal for adding this component to your existing program?**

2. **How do you plan to accomplish the goal?**

Objective(s)	Action	Timeline

CAREER CHALLENGE

A CAREER EXPLORATION WORKSHOP FOR WOMEN

The Model

The Career Challenge is a counseling program adapted from the Adventure Based Counseling (ABC) model developed by Project Adventure, Inc. ABC is based on a combination of experiential learning, outdoor education, and group counseling techniques, and has been adapted for use with a variety of client groups, including psychiatric patients and welfare recipients. The main goal of ABC is the improvement of self-concept. A basic hypothesis is that a series of carefully implemented challenges which build in success will increase an individual's self confidence.

Career Challenge has been developed for use in re-entry programs that focus on recruiting women into the nontraditional technical and trade occupations. The emphasis on personal risk taking and goal setting meets the need of the nontraditional women to prepare for new challenges in their careers. The support group format is already in place in most re-entry programs and can be adapted to the new counseling model, which offers a strategy for group and individual change. Group members are both the change agents and the persons to be changed.

Participants are asked to perform in stressful situations they have identified as having high "perceived risk". An initial interview is conducted with each participant to begin the goal setting process and to identify the risks or barriers that eventually become the challenge. Each participant works with a counselor to set up a hierarchy of behaviors that involve progressively more risk taking. These individualized behavioral goals form the basis for each participant's challenge, and are redefined and revised during the first week of intensive activities. With group support in goal setting and problem solving, individuals rise to the challenge and experience success.

A sequence of risk-taking activities is introduced during the first week of intensive activities, beginning with the individual interview and culminating in the selection of an "environmental challenge". The culminating challenge represents a personal goal with a high perceived level of risk identified by the individual. The individual and the counselor develope a plan of activities based on the risk hierarchy identified during the initial interview which leads toward the attainment of the goal. The challenges are presented to the group at the final session of the first week. This session serves a ceremonial function in which each of the participants makes a formal commitment to her challenge goal and asks the group for support. Weekly group sessions during the following three weeks of the program are devoted to reporting on the progress made toward the challenge goal.

Elements of Alt... were incorporated into the sequential design of the activities.

1. **Trust building** activities are designed to develop high group cohesion which leads to sharing, openness, acceptance and support for risk taking. Many of these involve physical safety skills which are used to develop more complex psychological and social levels of trust.

Examples: Disclosure through interviews and feedback; trust walk; trust falls and trust circles.

2. **Goal setting** requires that each participant define a personal or occupational goal that represents risk taking for that individual. The group helps each member establish realistic le..els of challenge for meeting that goal.

Examples: Risk profile; personal challenge; commitment ceremony
(Interview for information; cold calls to employers; learning to drive; math review; videotaping a mock interview, etc)

3. **Problem solving** is a thread throughout the program. Participants are constantly in situations where they have to solve new problems as a group. Individuals are asked to examine their role in the group process and to identify their strengths as problem solvers.

Examples: Group initiatives

4. **Peak experiences** are the culmination of individual and group activities that represent successful risk taking, problem solving or learning new skills.

Examples: Ropes course challenges; environmental challenges

5. **Challenge/stress** is experienced as each group member participates in those activities identified as high "perceived risk".

Examples: Feedback sessions; personal challenges

6. **Humor/fun** function as a release of the stress and tension of the challenges. Games and activities that involve play serve this purpose.

7. **Ritual and ceremony** are used to create an environment in which group process becomes a dependable element in the process of individual growth and change.

Examples: Ball toss; feedback circle; commitment ceremony

BEST COPY AVAILABLE

An important component of the process is the Full Value Contract which each group member agrees to honor. The group members agree to support one another in the group and individual activities. Three commitments form the basis of the contract:

1. Agreement to work together as a group and to work toward individual and group goals;

2. Agreement to adhere to certain safety and group behavior guidelines; and

3. Agreement to give and receive feedback, both positive and negative, and to work toward changing behavior when it is appropriate.

The contract requires a level of respect and caring from each individual, as well as a commitment to confrontation - positive, nurturing, and of the self. Honesty is valued in self-examination and in all group interactions.

The Intensive Workshop

This week-long (five-day) workshop establishes the structure and the expectations for the Career Challenge program. Each daily session runs from 9:00 am through 4:00 pm, with one evening session. Facilities for both indoor and outdoor activities must be available. Indoor sessions should be held in a facility that allows confidential matters to be discussed. Outdoor settings should be selected for availability of space and/or equipment for games, initiatives and challenges. Field trips to Challenge Ropes Courses should be arranged for day 4.

FULL VALUE CONTRACT

Effective learning occurs in an environment where what is learned can be put into practice and the learner can receive accurate feedback and reinforcement. An essential component for learning is a person's conscious decision to achieve some particular goal(s) during the group experience. By using a goal setting process and developing individual personal action plans, group members are helped to define what they want to achieve, how they are going to accomplish this, and what evidence will serve to demonstrate that they have achieved a specific goal.

The *Full Value Contract* is a useful device to stimulate learning and help people achieve their goals while participating in a group experience. When working in groups, it is helpful to have members agree to certain guidelines, an agreement under which people can operate. To us, it is the essence of what a real community is about.

The *Full Value Contract* asks for the following commitments and presumes specific expectations for all group members and facilitators:

1. **An agreement to participate in a group, and to encourage group and individual goals that are developed as part of the process of group building.** Goal setting is a dynamic process, with ammendments and additions taking place for the life of the group. Members are asked to take part in that process, not only in terms of their own goals, but also in terms of the goals of their group members.

2. **An agreement to adhere to certain physical and psychological safety guidelines.** These guidelines must be discussed and agreed upon by the team or they will be meaningless. This is an important part of the process for groups to engage in. The "rules" are being set by one's own peers and not the leaders in charge.

3. **An agreement to give and receive honest feedback.** Each person agrees to listen to and try to integrate honest feedback when his/her behavior does not match the behavior identified as a goal. Similarly, each person agrees to give honest feedback to others when their behaviors do not match what they identified as goals. This involves caring enough about oneself and others to communicate in a fashion that will be productive and facilitate growth. Inherent in this process is the belief that every group member has value and by virtue of that value has a right and responsibility to give and receive open and honest feedback. Withholding or refusing to listen to constructive criticism may be viewed as an example of devaluing one's own self or others.

4. **An agreement to increase awareness of devaluing or discounting oneself or others and to make a direct and conscious effort to confront and work toward changing this behavior.** Behavior change must take place in an honest, non-coercive atmosphere. Only after self examination can decisions regarding behavior change be made. Adherence to the contract means that participants will consider what is being said and indicated, and agree to do something about it if that "something" makes sense.

5. **An agreement to make an effort to "let go" of negative interpersonal isssues that may have developed as a result of team feedback.** This is important because the sometimes necessary intensity of group and individual interactions and confrontations can, though leading to resolution and change, leave unresolved interpersonal residue. Making an effort to let go of those residual feelings provides everyone with a fresh new start, a necessary component of the contract.

University of Wisconsin-Stout
Menomonie, Wisconsin 54751-0790

December 30, 1993

Deb McDonald
Mid-State Technical College
500-32nd Street, North
Wisconsin Rapids, WI 54494

Dear Deb:

The week of May 16-20, 1994, we are planning to provide training to 12 program staff in the Career Challenge process. This is a one week program designed to precede a more extensive program such as the Single Parent/Displaced Homemaker Career Planning, the Sex Equity Career Planning Programs and Displaced Homemakers Programs. Peg Pompe, Moraine Park Technical College, and Mary Jo Coffee, Waukesha County Technical College will be conducting the training.

A description of the program is attached. It has been the experience in New York, where this program is in place, that 100 percent of those who complete this one week program go on to complete the following longer training. The added advantage is a more open and receptive, cohesive group in the current training program plus individuals far more open to change and risk-taking.

Two training programs have been conducted in Wisconsin and the program elements have been successfully incorporated into district projects. We have had requests for additional training, therefore Frances Johnson has decided to conduct additional training. Four of the twelve available spaces have already been assigned. If you have someone interested in attending this one week training and adding this component to your existing program, please let me know. If you need additional information or have questions about the program, call me. The individuals trained should be the staff who will actually do the one week program back in the district.

Sincerely yours,

Lorayne

Lorayne Baldus, Project Director
VTAE Sex Equity Wksps. & Services
CVTAE/UW-Stout
218 Applied Arts Building
Menomonie, WI 54751
(715) 232-1395
Fax: (715) 232-1985

jb

Enclosures

University of Wisconsin-Stout
Menomonie, Wisconsin 54751-0790

DATA May 1994 CC Participants

April 18, 1994

«Line 1»
«Line 2»
«Line 3»
«Line 4»
«Line 5»

Dear «Salutation»

You have been selected to participate in the Career Challenge Training Institute, May 16-20, 1994, at the Holidome in Stevens Point. The workshop will begin at 1:00 p.m. on Monday, May 16, and end at approximately 2:00 p.m. on Friday, May 20. There will be two evening dinners with evening sessions on Monday and Wednesday. Your district cost will include transportation, breakfasts, and evening dinners other than the two evening sessions. Lodging is paid by project funds, but all incidentals charged to your room will be paid by your.

You will have the opportunity to become part of a team of educators, counselors, and program managers who are enthusiastic practitioners and supporters of the Career Challenge Model. The facilitators for this training are Mary Jo Coffee, Waukesha County Technical College and Peg Pompe, Moraine Park Technical College.

The Career Challenge Model is currently being piloted by selected programs in New York State, and is subject of a three year evaluation study begun in July, 1993. The six (6) programs in New York State that are currently using the Career Challenge Model as part of their New Ventures Programs have found the activities, particularly the intensive workshop, to be uniquely critical to their clients' success. For your information, a description of the New Ventures Program is included in this mailing.

Three other programs in New York have adapted the model as part of a JTPA sponsored nontraditional training curriculum for re-entry women. The Career Challenge Model has been adapted or integrated into a variety of single parent, displaced homemaker and sex equity programs in Wisconsin. The purpose of the Institute is to prepare you to integrate the Career Challenge sessions into your own programs for re-entry women.

The Career Challenge activities consist of: (1) the individual interview; (2) the week-long intensive workshop; (3) the four weeks of readiness and self-development; and, (4) transition group sessions. The main focus of the training will be the intensive workshop (2). By the end of the week you will be prepared to conduct most of the activities in your own program, and to select appropriate other professionals to conduct the rest. We will also discuss and practice selected activities from the other three components of the Career Challenge Model.

We will implement a participant/observer model for this training. You will participate in each activity, process with the group your individual experience, and then analyze the activity from the perspective of leadership and group facilitation. Some of the participants will have an opportunity to co-facilitate an activity and to hear feedback from the group relating to "our" style and presentation. We will experience the development of group support, examine our individual style of risk-taking, set group and individual goals and complete a series of individual and group challenges. This experience will introduce you to the effect of such a workshop on your clients, and our discussions will prepare you for your role as facilitator of such a process.

The program is quite informal, and many of the activities will be conducted outside. These activities require moderate levels of physical activity. Plan to dress comfortably - loose pants, exercise clothes, flat heeled shoes, and outdoor clothing are appropriate. We will be moving from indoor to outdoor activities throughout the program. Two evening sessions are scheduled for Monday and Wednesday to make up the time lost from Monday a.m. and Friday p.m. The Thursday session will be conducted on the outdoor ropes course. Your instructions regarding preparation for that day will come from the ropes course staff directly.

In addition to appropriate dress, you should bring a notebook and your favorite writing tools. You will be expected to keep a journal to record your experiences, reactions, and notes on how to conduct your own Career Challenge Workshop. A health and release form will be sent to you at a later date.

We are looking forward to meeting and working with you. The activities are challenging, fun, and rewarding. We should all have a memorable week together.

Sincerely yours,

Frances Johnson
Educational Equity Coordinator
WTCS
310 Price Place/Box 7874
Madison, WI 53707-7874
(608) 266-1840
Fax: (608) 266-1690

Lorayne Baldus, Project Director
VTAE Equity Staff Dev. Wksps. & Services
CVTAE/UW-Stout
218 Applied Arts Building
Menomonie, WI 54751
(715) 232-1395
Fax: (715) 232-1985

jb

S.P.A.S.H.- E.L.C.
(EXPERIENTIAL LEARNING CENTER)
RELEASE OF LIABILITY FORM
AND
PARTICIPANT REGISTRATION

PARTICIPANT NAME : _____

PARTICIPANT ADDRESS : _____

_____

_____

HOME PHONE NUMBER : ( ) - _____

EMERGENCY NUMBER : ( ) - _____

PARENT OR LEGAL GUARDIAN: _____
(IF UNDER 18)

ADDRESS : _____

_____

_____

ORGANIZATION OF WHICH PARTICIPANT IS PART: _____

READ EACH STATEMENT CAREFULLY AND FULLY BEFORE YOU INITIAL AND SIGN THIS SECTION.

I, _____ DECLARE THAT:

I HAVE MET ALL THE PREREQUISITES AS OUTLINED IN THE PRE-PROGRAM INFORMATION PACKET FOR PARTICIPATION IN THE ADVENTURE BASED TRAINING WORKSHOP. _____

I AGREE TO ABIDE BY ALL RULES, REGULATIONS AND INSTRUCTIONS AS INDICATED THROUGH COMMUNICATIONS FROM SPASH-ELC, AND/OR REQUESTED BY SPASH-ELC'S STAFF DURING THE PROGRAMS THAT I AM INVOLVED IN. _____

I UNDERSTAND AND APPRECIATE THERE ARE A NUMBER OF INHERENT RISKS INVOLVED IN ADVENTURE BASED PROGRAMS AND THE SPECIFIC ACTIVITIES OF WHICH I WILL BE INVOLVED, WHICH ARE BEYOND THE CONTROL OF SPASH-ELC AND ITS STAFF. I AGREE TO PERSONALLY ASSUME THESE RISKS AND THE FULL RESPONSIBILITY FOR ANY AND ALL PAST, PRESENT OR FUTURE LOSS OR DAMAGE TO PROPERTY AND/OR BODILY INJURY, INCLUDING DEATH, HOWEVER CAUSED, INCLUDING NEGLIGENCE, RESULTING FROM OR ARISING OUT OF OR IN ANY WAY CONNECTED WITH THE AFOREMENTIONED PROGRAM AND ACTIVITIES. _____

I UNDERSTAND THAT PARTICIPATION IN ANY AND ALL OF THE ACTIVITIES IS STRICTLY VOLUNTARY AND THAT I MAY CHOOSE, AT ANY TIME, TO PARTICIPATE OR NOT. SHOULD I CHOOSE TO PARTICIPATE, I AGREE TO RELEASE SPASH-ELC, ANY LEADER, INSTRUCTOR, FACILITATOR OR EMPLOYEE OF SPASH-ELC OF ANY LIABILITY IN THE CASE OF INJURY AND/OR THE LOSS OF PERSONAL PROPERTY. I ALSO AGREE TO WAIVE ANY PAST, PRESENT OR FUTURE CLAIMS, DEMANDS OR CAUSES OF ACTION AGAINST SPASH-ELC, ITS STAFF OR OTHER EMPLOYEES BY MYSELF, MY HEIRS OR LEGAL GUARDIANS. _____

IN ADDITION, IN CASES WHERE PROGRAMS OR ACTIVITIES ARE HELD ON PRIVATE OR PUBLIC LANDS, IN STATE OR FEDERAL FORESTS/PARKS, I DO HEREBY RELEASE THE LANDOWNERS, THE STATE AND FEDERAL GOVERNMENT FROM ANY SUCH LIABILITY AS OUTLINED ABOVE. _____

SHOULD I HAVE ANY PHYSICAL LIMITATIONS OR CONDITIONS THAT WOULD LIMIT OR RESTRICT MY PARTICIPATION IN ANY ACTIVITY OR INITIATIVE, I UNDERSTAND IT IS MY RESPONSIBILITY TO INFORM THE INSTRUCTOR OR FACILITATOR AND NOT PARTICIPATE IN THAT PARTICULAR ACTIVITY. _____

I DO HERE CLAIM THAT I AM COMPETENT AND ABLE, AND DO FREELY AGREE TO THE ABOVE STIPULATIONS AS CONDITIONS OF MY PARTICIPATION IN THE ADVENTURE BASED ACTIVITIES.

SIGNED _____ _____ DATE _____
(STUDENT) (PARENT OR GUARDIAN IF UNDER 18)

CONTINUED NEXT PAGE

PARTICIPANT RELEASE OF LIABILITY FORM, CONTINUED

I HEREBY AUTHORIZE SPASH-ELC STAFF TO SECURE SUCH MEDICAL ADVICE AND SERVICES AS MAY BE DEEMED NECESSARY FOR MY HEALTH AND SAFETY AND AGREE TO ACCEPT FINANCIAL RESPONSIBILITY IN EXCESS OF THE BENEFITS ALLOWED BY HEALTH INSURANCE PLANS:

1. WHERE MY HEALTH AND WELL BEING ARE CONCERNED.
2. WHERE MEDICAL ADVICE HAS BEEN SUCH THAT FURTHER SERVICES ARE REQUIRED (SERVICES WHICH REQUIRE THE CONSENT OF THE PARENT OR LEGAL GUARDIAN.)
3. WHERE ALL ATTEMPTS TO CONTACT THE PARENT OR GUARDIAN HAVE FAILED OR WHERE DUE TO THE NATURE OF THE EMERGENCY THERE IS INSUFFICIENT TIME TO CONTACT THE PARENT OR GUARDIAN

SIGNATURE: _____ DATE _____
(PARENT OR LEGAL GUARDIAN MUST SIGN FOR PARTICIPANT UNDER 18)

I HEREBY GIVE SPASH-ELC PERMISSION TO TAKE PHOTOGRAPHS AND/OR VIDEO PICTURES OF ME AND TO USE SUCH IN PRESENTATIONS, PROMOTIONS AND/OR ADVERTISEMENT WITHOUT COMPENSATION FOR SUCH USES.

SIGNITURE_____ DATE _____
(PARENT OR LEGAL GUARDIAN MUST SIGN FOR PARTICIPANT UNDER 18)

SPASH-ELC
(EXPERIENTIAL LEARNING CENTER)

PERSONAL HEALTH RECORD
AND
CONFIDENTIAL MEDICAL HISTORY

NOTE: THIS INFORMATION WILL ONLY BE UTILIZED TO HELP SPASH-ELCS' STAFF BE BETTER AWARE OF SPECIFIC PARTICIPANT HEALTH ISSUES AND TO BETTER RESPOND IN CASES OF INJURY OR ILLNESS. ALL MATERIAL WILL BE KEPT CONFIDENTIAL.

NAME: _____ BIRTHDATE: _____

AGE : _____ SEX: F M HEIGHT: _____ WEIGHT: _____

LOCAL ADDRESS: _____ PHONE : _____
_____
_____

HOME ADDRESS : _____ PHONE : _____
(IF DIFFERENT) _____
_____

DOCTORS' NAME : _____ PHONE : _____

ADDRESS : _____
_____
_____

MEDICAL INSURANCE CARRIER: _____
ADDRESS : _____
: _____
: _____

PHONE: _____

CONTACT PERSON IN CASE OF EMERGENCY: _____

RELATIONSHIP : _____
HOME PHONE NO.: _____
WORK PHONE NO.: _____

HEALTH HISTORY

(DESCRIBE CONDITION AND TREATMENT WHERE POSSIBLE)

ALLERGIES (E.G. INSECT STINGS, DRUGS, PLANTS/ANIMALS):

_____

_____

_____

_____

CONDITIONS REQUIRING REGULAR MEDICAL ATTENTION (E.G. DIABETES, EPILEPSY, ETC.):

_____

_____

_____

_____

_____

RECENT INJURIES, ILLNESSES OR OPERATIONS:

_____

_____

_____

_____

_____

OTHER PHYSICAL DISABILITIES OR CHRONIC CONDITIONS:

_____

_____

_____

_____

CURRENT HEALTH TRAINING CERTIFICATIONS (CHECK APPROPRIATE ONES)

BASIC FIRST AID___ ADVANCED FIRST AID___ CPR___ WSI___ LIFESAVING___ FIRST RESPONDER___

MEDICAL TECHNICIAN___ OTHER___- INDICATE _____

I, _____, ASSUME FULL RESPONSIBILITY FOR MY HEALTH BEING SUCH THAT THE PROGRAM OR ACTIVITIES WILL IN NO WAY AGGRAVATE ANY CONDITION(S) PRESENT. IF IN DOUBT, MEDICAL ADVICE WILL BE SOUGHT AND FOLLOWED. S.P.A.S.H. - F.L.C. WILL BE NOTIFIED OF ANY CHANGES IN MY HEALTH STATUS PRIOR TO THE PROGRAM OR ACTIVITIES BEGINNING. (FOR INDIVIDUALS UNDER THE AGE OF 18, PARENTS OR LEGAL GUARDIANS MUST FILL OUT AND SIGN THIS FORM ALONG WITH THE PARTICIPANT.).

I DECLARE THE STATEMENTS ON THIS FORM TO BE TRUE AND ACCURATE.

PATICIPANT SIGNITURE : _____ DATE _____

PARENT/LEGAL GUARDIAN: _____ DATE _____

(IF PARTICIPANT IS UNDER THE AGE OF 18)

Wisconsin Technical College System Board
310 Price Place/Box 7874
Madison, Wisconsin 53707

Dwight A. York, State Director

WORKSHOP SCHEDULE FOR CAREER CHALLENGE TRAIN-THE-TRAINER

HOLIDOME
STEVENS POINT, WISCONSIN
MAY 16-20, 1994

MONDAY, MAY 16

1:30 p.m. through 9:00 p.m. - Dinner Included

TUESDAY, MAY 17

9:00 a.m. through 4:00 p.m. - Lunch Included

WEDNESDAY, MAY 18

9:00 a.m. through 9:00 p.m. - Lunch and Dinner Included

THURSDAY, MAY 19

9:00 a.m. through 4:00 p.m. - Lunch Included

FRIDAY, MAY 20

8:00 a.m. through 12:30 p.m. - Lunch Included

Career Challenge Workshop
May 16 - 20 1994
Stevens Point, Wisconsin

Evaluation Form

How would you rate the following?	Excellent 4	Good 3	Fair 2	Poor 1	No opinion 0	Mean
1. Workshop Sessions, Overall	11	2	0	0	0	**3.85**
Workshop Content	12	1	0	0	0	**3.92**
Materials Provided	11	2	0	0	0	**3.85**
Presentation Method	10	2	1	0	0	**3.69**
Ropes Course	10	3	0	0	0	**3.77**
Program Variety and Balance	9	4	0	0	0	**3.69**

Comments:

- I can't say enough about the excellence of this training. Overall, the best I have ever attended. I can't wait to implement some of the ideas in my classes. I wish I could do it all, but money will hold me down.
- Ropes course could have used more assistants so that more challenges could have been attempted by more women.
- Career Challenge is a wonderful experiential learning opportunity. The pace and presentation could have been a little faster for me especially in the beginning. I did appreciate the spaces of silence throughout, yet felt a need for more infusion of energy other times.
- No low ropes time.
- I needed much more as I went, re: teaching suggestions, etc. I felt one of the facilitators was too opinionated and sometimes blocked the thought of "opening" to more ideas to the group - the other facilitator didn't balance this.
- The facilitators did a wonderful job and were especially supportive and knowledgeable. At times some of the discussions got too lengthy and too therapeutic-like. (More because of where a couple group members were coming from.)
- This was one of the most worthwhile learning experiences I have had in a long time.
- Would have liked more time for ropes course - or more helpers because not all aspects were available during ropes period because helpers had to leave.
- This was the most beneficial, useful and rewarding workshop that I have ever attended!

2. Please Rate the Conference Features:						
Hotel Facility	11	2	0	0	0	**3.85**
Workshop Schedule	7	6	0	0	0	**3.54**

2. Please Rate the Conference Features (comments):

- I appreciated the late start on Monday and early out on Friday - worked out great for those of us with long distances to travel. The food, though good, was too heavy for the most part plus there was so much. I would have preferred lighter meals - especially the day we did the ropes course.
- Meals were too large - smaller portions would have been better. Ten minute breaks rather than five.
- It was very special having a room to myself. It was a quiet, reflective time to process and journal. Less food at meals would have been better. The fish was excellent. (A nature center environment would be perfect.)
- Arrangements were very smooth.
- Having a room to myself was great. The schedule was good.
- Some days were long, but appreciate the driving time on Monday and Friday. Too much food - could be lighter lunches-soup, salad, sandwich.
- Some aspects of the workshop could have used more time - i.e., the goal setting exercise. Meals were too big.
- If possible, workshop should start on a Sunday to shorten Monday and Wednesday workshop sessions.
- Location was convenient - workshops well paced.
- Rooms great. Food was fantastic.

3. The thing I liked best about the workshop:

- Instructors were great. Peg and Mary Jo have great presentation style and gave me confidence that it can work in our area.
- The great feeling of camaraderie generated by the facilitators. Peg and Mary Jo did a fantastic job. . . Great new ideas. . . Changed me and my ways of thinking greatly. I feel very positive and energized.
- The two facilitators - balanced, intelligent, humorous, caring - the best!!
- I liked the reminder to take care of myself in getting my needs met. I think the encouragement to push beyond one's comfort zone - to risk, was important, yet I felt free to be challenged by my own choices.
- The time allowed to process. Peg and Mary Jo are wonderful counselors.
- The presenters were excellent and directed the process in a most competent manner.
- How I stayed in touch with myself and made the most of it - good pace, <u>diverse</u> group, full week away.
- Everything. Being actively involved. The ropes. Wish we could have spent more time on lower activities too and "experienced it all."
- Ropes course. There just wasn't enough time.
- Excellent facilitators and dynamic group.
- The respect for individual differences which allowed for effective teamwork that didn't demand conformity.
- I can use immediately in my job and my personal life.

4. Suggestions for future workshops:

- Follow-up career challenge.
- Lighter meals - everything else was really fantastic!
- Just keep doing the same thing. A fantastic experience.
- Build into the week dialogue opportunities for trainers and trainees to discuss their progress and response to the experiential process occurring during the week. Create more chances to share feedback within the group to help facilitate personal growth and insight.
- Two day gathering of participants, another chance at the "ropes," low rope experience, sharing of ideas on infusion of "challenges" into DH/SP programs. The how, what worked, what didn't work.
- Practice session in facilitation of games.
- Because of the time - materials missed should be explored in future workshops.
- Can't think of any at this time. Thanks for the opportunity.
- Can't think of anything to change.

Career Challenge Workshop
May 16 - 20 1994
Stevens Point, Wisconsin

Evaluation Form

How would you rate the following?	Excellent	Good	Fair	Poor	No opinion
1. Workshop Sessions, Overall	4	3	2	1	0
Workshop Content	4	3	2	1	0
Materials Provided	4	3	2	1	0
Presentation Method	4	3	2	1	0
Ropes Course	4	3	2	1	0
Program Variety and Balance	4	3	2	1	0

Comments:

2. Please Rate the Conference Features:

Hotel Facility	4	3	2	1	0
Workshop Schedule	4	3	2	1	0

Comments:

3. The thing I liked best about the workshop:

4. Suggestions for future workshops:

May Career Challenge Participants
Holidome-Stevens Point, WI
May 16-20, 1994

Kathy Schoenberg
Interfaith
600 West Virginia
Suite 300
Milwaukee, WI 53204

Karyn Watters
WI Indianhead Technical College
2100 Beaser Avenue
Ashland, WI 54806

Donna Sandberg
WI Indianhead Technical College
600 North 21st Street
Superior, WI 54880

Gloria Vaughn
WI Indianhead Technical College
1900 College Drive
Rice Lake, WI 54868

Pat Zealley
WI Indianhead Technical College
1019 South Knowles
New Richmond, WI 54017

Linda Rose
Minority Services Specialist
Lakeshore Technical College
1290 North Avenue
Cleveland, WI 53015

Karen Nick
Northeast WI Technical College
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Green Bay, WI 54307-9042

Betty Gregory
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Oconto, WI 54153

John Lopez
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700 West State Street
Milwaukee, WI 53233

Carol Wilson
Milwaukee Area Technical College
700 West State Street
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Connie Swift
Fox Valley Technical College
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Appleton, WI 54913-2277

Bonnie Wandke
Fox Valley Technical College
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Appleton, WI 54913-2277

Josie Paleogue-Pierce
Wausau Women's Community
P.O. Box 6215
Wausau, WI 54402-6215

Peg Pompe
Moraine Park Technical College
235 North National Avenue
Fond du Lac, WI 54936-1940

Mary Jo Coffee
Waukesha County Technical College
800 Main Street
Pewaukee, WI 53072

Lorayne Baldus
Project Director
CVTAE/UW-Stout
218 Applied Arts Building
Menomonie, WI 54751

APPENDIX E

CAREER CHALLENGE FACILITATORS WORKSHOP

Project Adventure, Career Challenge Survey

This survey is designed to document the different activities in the Wisconsin Technical College districts that have had facilitators trained in the Adventure Based Counseling techniques. The purpose is to provide Frances Johnson information for a report on this staff development effort. Please complete this survey and bring it to the Wisconsin Dells meeting. If you will not be attending, please send the completed form to Frances Johnson, WTCS Sex Equity Consultant, 310 Price Place, Madison, WI 53707.

NAME _____

TITLE _____

COLLEGE _____

1. How many sessions have you completed? _____

   Please indicate the number of clients enrolled in each:

   Sex equity _____ Single Parent _____

   Displaced Homemakers _____ Other _____

2. How many sessions will you conduct in 1994/95? _____

   How many clients will be enrolled in 1994/95? _____

   Sex equity _____ Single Parent _____

   Displaced Homemakers _____ Other _____

3. Facilitation Method: Single _____ Co-facilitation _____
   Please comment.

4. How have you recruited clients or promoted the sessions?

5. How were clients selected?

6. Please comment on your scheduling, such as how many hours you met and the number of days. Was it for one week or over several weeks? What schedule has worked best for you?

7. Retention; did everyone complete the course? Comments.

8. How has completion of this course affected other program retention rates?

9. What strengths have you found in this program?

10. What weaknesses have you observed?

11. What obstacles have you encountered?

12. Do you have any followup statistics, information, or client feedback about the value of this program? What did these experiences mean to the students or were there observable changes in students?

13. What benefits to the institution, the program, or the student have you observed?

14. Please include any anecdotal data, such as student quotes or testimonials.

Thank you for completing this survey. The information received will be useful in future planning of district activities.

To: Career Challenge Facilitators:

From: Frances Johnson, WBVTAE Sex Equity Consultant
Lorayne Baldus, Project Director, CVTAE, UW-Stout

Re: Facilitator Networking Workshop

Plans are to bring the Career Challenge participants together for a hands-on, idea-swapping session. Four persons; Peg Pompe, Mary Jo Coffee, Barb Bendlin and Karen Showers, spent a very productive week in New York. They have agreed to share some of their experiences with the group. It will be a time to discuss both the positive and negative experiences you have had in facilitating groups, along with group discussions on how to better use the Counseling Model to provide positive experiences for your clients. We have been hearing about some great experiences and look forward to sharing them.

Please respond to: Lorayne Baldus, 218 Applied Arts Building, UW-Stout, Menomonie, WI 54751 or Fax (715) 232-1985, by November 19, 1993.

I would like to attend a session. Yes _____ No, I cannot _____

I would prefer the session be held in April _____ May_____ Earlier _____

Three specific dates preferred:

_____

_____

_____

The workshop time should be: One day only; 9:00 a.m.- 4:00 p.m. _____

Two days with dinner; 1:00 p.m. - 1:00 p.m. _____

Two days with dinner; 1:00 p.m. - 3:00 p.m. _____

Other; _____

Place of Meeting: Do you have a favorite meeting location, retreat center, etc? Please give us your suggestion with name, address and telephone number so we can check on the availability and price. This is just the initial survey. When dates and places are narrowed down, you will receive another survey for final preferences. We are interested in how many can come and finding the most convenient time and place for those attending. Thanks for responding.

Suggestions:

TO: CAREER CHALLENGE FACILITATORS

FROM: FRANCES JOHNSON AND LORAYNE BALDUS

RE: CAREER CHALLENGE TRAINING

DATE: DECEMBER 27, 1993

Happy New Year!

With the New Year comes additional plans for another training of Career Challenge facilitators. Arrangements have been made to offer another one week training the week of May 16, 1994. Peg Pompe of Moraine Park and Mary Jo Coffee, Waukesha, will be the trainers. Those districts that have only one person trained will be given first consideration. Currently, we have a request from Indianhead to train one person from each of their four campuses and have allotted them space for four persons. Please let me know if you have someone interested in this training. The place for training has not yet been chosen.

All but three people responded that they would be able to attend a reunion in April. We have two possible dates, April 7 or April 19. You also requested a "one-day only" meeting. For that reason, we will need to pick an accessible spot for the majority coming. We will begin at 9:30 a.m. and end by 4:00 p.m. A small survey is included. Please respond to this immediately, so that I can arrange a meeting place and the date can be placed on your calendars.

Frances Johnson will be writing a report on the career challenge activities conducted within the State. Please bring a written report describing your project activities, difficulties, successes, future plans - anything that will give Fran documentation for her report. Trish has made a video tape of her project and it is an excellent portrayal of the activities at Northeast. Bring any materials that you have developed for sharing with the group.

Thank you for responding to the survey. You will hear from me soon regarding the date and place.

Career Challenge Survey

Please select the date and city most convenient for you.

April 7, 1994_____ April 19, 1994_____

Please rate on a scale of 1-3:

Wisconsin Dells _____

Wisconsin Rapids_____

Tomah_____

Return to: Lorayne Baldus, CVTAE'
218 Applied Arts Bldg.
UW-Stout
Menomonie, WI 54751

Fax 715-232-1985

Memorandum

TO: Career Challenge Facilitators

FROM: Lorayne Baldus

DATE: January 27, 1994

SUBJECT: Career Challenge Swap Session

The date for our "swap meet" is April 19. The place is still negotiable. I am trying to find a fun, central place for people to meet without miles and miles for some of the people. It is almost impossible to find a location where people can drive both ways in one day. Therefore, I am leaning toward a location where we can meet for dinner that night and begin the day by 8:30 a.m. This would allow us to end a little earlier in the day and get home before it is too late. It is difficult to get up in the morning for a long drive, put in a full day and still drive home that night. If anyone has any great and glorious ideas, I would welcome advice.

The session is designed to provide a sharing of activities currently being used in the state. Fran would like a written description of your program activities that she can incorporate into an evaluation of the Career Challenge program in Wisconsin. This is a time to tell about the many successful activities in your programs, discuss some of the problems that you have encountered, and work together to strengthen the programs throughout the state. Some of you may have activities that you want to share, videotapes of programs, or frustrations that you have encountered. An agenda and more detailed outline of the day's activities will be sent to you later - after I get back from my February vacation in Germany! You should hear from me again in late Feb. or early March with a definite location.

Again, a reminder. We are planning a third training of facilitators the week of May 16th. Expenses, except for transportation and a couple of dinners, will be paid through project funds. Four spaces were allotted to Indianhead. This leaves eight places open. If someone from your district would like this golden opportunity, please let me know. If you call when I am gone, you may leave a message. My telephone is 715-232-1395 and the fax is 232-1985. I look forward to seeing all of you again.

CAREER CHALLENGE SURVEY
FOR
APRIL 19, MEETING, WISCONSIN DELLS

Return to: **Lorayne Baldus by March 30, 1994**
Fax # (715) 232-1985

NAME_____

I WILL ____ WILL NOT_____ ATTEND THE MEETING

I WILL ARRIVE APRIL 18, AT _____ P.M. AND WOULD LIKE TO HAVE DINNER WITH A GROUP _____.
COMMENTS:

I WOULD LIKE A VEGETARIAN LUNCH _____.

SUGGESTIONS FOR THE MEETING: Please include a topic you would like to share or questions you would like answered. If you have need of audiovisual equipment, please make a note of the specific things needed. Feel free to make any suggestions of areas that you would like included in our discussion.

THANK YOU!

TO: CAREER CHALLENGE FACILITATORS
FROM: LORAYNE BALDUS
DATE: MARCH 15, 1994
SUBJECT: CAREER CHALLENGE SWAP SESSION, APRIL 19, 1994

The majority of your responses indicated that you wanted a one-day meeting and most chose Wisconsin Dells for the location. I received a brochure from the Holiday Inn with complimentary fun money, buffet and shuttle to the casino, but when I called, groups couldn't participate! Bummer. Anyway, our meeting will be held at the Holiday Inn in Wisconsin Dells on April 19, 8:30 a.m. to 3:00 p.m.; lunch and breaks included. This will allow some of you to drive in that morning and return that night.

For those of you who will be arriving the evening of April 18, I will be there and we can make arrangements to do something together. Enclosed is a brief survey. Please complete it and send or fax it to me, so that I can make the final plans.

Rooms have been reserved under Career Challenge, UW-Stout at the state rate of $49.00 for the evening of April 18. You must make your own reservation. 1-800-54-DELLS or (608) 254-8306. I am enclosing a copy of the Holiday Inn brochure for your information.

This session, as you know, is designed to provide a sharing of activities currently being used in the state. Karen Showers and Barb Bendlin would like to discuss co-facilitating. Peg Pompe suggested we look at things to consider when choosing ropes courses. Many of you have unique programs and would like to share your experiences. We hope to include all these suggestions. There is a space on the survey for your suggestions. When I receive these, I will make the agenda for you. Fran also would like information on your program activities for an evaluation of the Career Challenge program in Wisconsin. You will be receiving a survey to help her with that evaluation.

As I wrote in my last memo, this is a time to tell about the many successful activities in your programs, discuss some of the problems that you have encountered, and work together to strengthen the programs throughout the state.

I look forward to an exciting, sharing day and to seeing all of you again.

Date: March 30, 1994

TO: CAREER CHALLENGE FACILITATORS

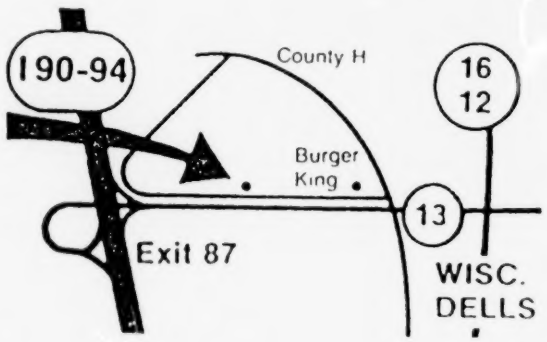
FROM: LORAYNE BALDUS

RE: MEETING AGENDA

Enclosed is an agenda for the April 19, meeting at the Holiday Inn in Wisconsin Dells. Our discussion will be free-flowing with questions and sharing. If you have expertise in one of these areas and would be willing to be the group leader on that particular topic, please give me a call, i.e., Trish and Maureen have made some adaptations to the curriculum and the four who attended the New York training have experiences to share. Barb and Karen co-facilitate and they may want to share some of their techniques. Please let me know if you will need special equipment such as a VCR.

The address of the Holiday Inn is Exit 87, Hwy 13 and I90/94 , telephone (608) 254-8306 or 1-800-54 DELLS. I will be there at approximately 5:00 p.m. and we will wait until 7:00 to go to dinner. Please give me a call when you register or meet in the lobby at 6:45 to go to dinner. I look forward to hearing from you and seeing you again.

— 608/254-8306



Career Challenge Swap Meet
Holiday Inn, Wisconsin Dells
April 19, 1994

Agenda

8:30 - 3:00

Discussion

- New York Experience; how did it enhance the initial Career Challenge training?
- Advice to first time facilitators; successes and failures; what works great and what not to do!
- Co-facilitating; Advice for planning and working together.
- Recruiting; sharing of brochures, mailers, informational sessions and other forms of recruiting

Career Challenge Curriculum

- Goal Setting and Sharing Segments
- Adaptations to curriculum
- Ropes Courses; selecting the right one for an optimum experience

Date: March 30, 1994

TO: CAREER CHALLENGE FACILITATORS

Nancy Homstad
Western WI Technical College
304 North Sixth Street / Box 908
LaCrosse, WI 54602-0908

Kathy Loy
Southwest WI Technical College
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Fennimore, WI 53809-9989

Mary Knight
Madison Area Technical College
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Madison, WI 53704

Karen Showers
Blackhawk Technical College
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Janesville, WI 53547-7740

Maureen Simon
Lakeshore Technical College
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Cleveland, WI 53015

Della Clabots
Northeast WI Technical College
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Green Bay, WI 54307-9042

Mary Ross
WI Indianhead Technical College
2100 Beaser Avenue
Ashland, WI 54806

Sharon Taylor
Interfaith Programs for the Elderly
1200 E Capitol
Milwaukee, WI 53211

Sherri Hackbarth
Moraine Park Technical College
235 North National Avenue / Box 1940
Fond du Lac, WI 54936-1940

Barbara Read
Chippewa Valley Technical College
620 West Clairemont Avenue
Eau Claire, WI 54701-6162

Cynthia Marciniak
Women's Center
726 Northeast Avenue
Waukesha, WI 53186

Rosemary Caravella
YWCA Women's Center
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Milwaukee, WI 53208

Teri Varney
Employment Options
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Madison, WI 53704

Nancy Nakkoul
Employment Options
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Mary Jo Coffee
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Pewaukee, WI 53072

Barbara Dougherty
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Frances Johnson
Wisconsin Board of VTAE
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Esta Lewin
Gateway Technical College
Kenosha Campus
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Kenosha, WI 53144-1690

Barbara Bendlin
Blackhawk Technical College
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Janesville, WI 53547-5009

Ann Mortier
Fox Valley Technical College
1825 North Bluemound Drive
Appleton, WI 54913-2277

EXAMPLES OF USING THE CAREER CHALLENGE PROGRAMS IN WISCONSIN

- One week in the summer for incoming teen parents who have graduated and are entering the technical college for the first time.
- One week in the summer for incoming non-traditional students.
- Programs for students and mentors to build a trust relationship.
- Programs for students about to graduate that include a city search component to prepare them for job search.
- Programs for JTPA clients who are interested in non-traditional training.
- Programs for displaced homemakers to build self-esteem to reach self-sufficiency goals.
- Programs for JOBS clients to increase self-esteem.
- Programs for women interested in apprenticeship or construction jobs to motivate them to build their physical conditioning.
- Programs with unit staff who work together to build a more trusting working relationship.
- Programs conducted just prior to a long training program to prepare individuals for the training and to assure that they are ready to make the commitment to the training. (New York has found that 100% of those completing the career challenge go on to complete further training.)